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Save the Children

School-Community Partnerships for Education (SCOPE)

Quarterly Report
Quarter 3, Fiscal Year 2016
Period: April – June 2016

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School-Community Partnerships for Education (SCOPE)
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Quarterly Report

Period of Performance: April – June 2016

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Submitted by:

Save the Children

Date Submitted: 30 July 2016

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List of Abbreviations

COP: Chief of Party
DEO: Director of Education
EGRA: Early Grade Reading Assessments
GOR: Government of Rwanda
HT: Head Teachers
HLE: Home Learning Environment
ICT: Information and Communications Technology
LB: Literacy Boost
LC: Literacy Champion
M & E: Monitoring and Evaluation
MEAL: Monitoring Evaluation and Analysis and Learning
MINALOC: Ministry of Local Government
MOE: Ministry of Education
MVP: Millennium Villages Project
NGO: Non-governmental organization
NUDOR: National Union of Disabilities' Organizations of Rwanda
PSF: Private Sector Federation
REB: Rwanda Education Board
RWAMREC: Rwanda Men's Resource Center
SC: Save the Children
SBCC: Social and Behavior Change Communication
SCOPE: School-Community Partnerships for Education
SE: Executive Secretary
SEO: Sector Education Officer
SGAC: School General Assembly Committees
SIP: School Improvement Plans
SLM: School Leadership and Management
SMT: Senior Management Team
TA: Technical Advisor
URCE: University of Rwanda-College of Education
USG: US Government

ACTIVITY SUMMARY

School-Community Partnerships for Education (SCOPE) is a four-year USAID-funded project that aims to foster partnerships between schools and the broader community in a bid to improve children's literacy outcomes. The project is being implemented by Save the Children and its partner organizations, Umuhuza and Urunana DC, through a phased approach, in all 30 districts of the country from January 2016 to January 2020. SCOPE has been designed to contribute to the Rwandan Education Sector under the Government of Rwanda's national development priorities, whose strategic plan acknowledges the importance of developing lifelong reading habits and ensuring students develop the foundational skills needed to move from 'learning to read' to 'reading to learn' across all curriculum subjects.¹ Accordingly, the goal of SCOPE is to improve PI-P3 students' ability to read with fluency and comprehension by:

1. Strengthening the capacity of school leadership to improve student literacy through school-community partnerships;
2. Increasing effective community and parental involvement to improve literacy skills; and
3. Fostering a culture of reading.

These three interrelated results will improve the quality of school-community partnerships as well as community and home learning environments (HLEs) (see definition in box 1). The theory of change is that children learn to read better in these supportive conditions than if they are receiving classroom-based instruction alone. SCOPE complements the classroom-based interventions of other USAID-funded education programs, namely L3 and Soma Umenye.

Box 1: Supportive School-Community Partnerships and Community/Home Learning Environments

SCOPE defines supportive school-community partnerships and community/home learning environments with the following measurable characteristics:

- Students participate in community reading activities;
- Students spend time engaged in reading practice outside of school;
- School General Assembly Committees are active and discuss literacy at the meetings;
- Head Teachers encourage teachers to communicate with parents regarding their children's reading progress, support community literacy activities, and communicate literacy promotion messages to parents;
- Parents/families are aware of their children's progress in reading and take specific actions to support their children's literacy development at home; and
- Parents and students have positive attitudes regarding reading.

In order to strengthen the capacity of school leadership to improve student literacy, SCOPE will first work in collaboration Rwanda Education Board (REB)-School Leadership and Management (SLM) department to develop National Standards for Parent-School Partnership. These standards will serve as the framework for the training modules for Head Teachers and School General

¹ Education Sector Strategic Plan 2013/14-2017/18. (October 2013) Republic of Rwanda, Ministry of Education.

Assembly Committee (SGAC) chairpersons and vice chairpersons, which will be used for self-study and with peer-learning circles facilitated by Sector Education Officers (SEOs). SEOs will have their own versions of the training modules with facilitation guidance notes and will receive a face-to-face training on their use. Once these training modules and the self-study method have been piloted in 12 districts, they will be scaled up to the remaining 18 districts in the country.

To increase effective community and parental involvement to improve literacy skills, SCOPE will conduct a comprehensive Social Behavior Change Communication (SBCC) campaign, which among other strategies will include training community radio station workers on key SCOPE literacy messages and integrating literacy content into implementing partner Urunana's popular radio drama series. In addition, SCOPE implementing partner Umuhuza will popularize and promote community literacy by training community volunteer Literacy Champions and engaging national youth volunteers in the promotion of literacy. Using SCOPE-developed Literacy Champion toolkits, these volunteers will organize community literacy activities such as weekly reading clubs, parent sessions on the importance of reading, *Umuganda* literacy activities for children, and reading festivals. In addition, SCOPE will incentivize local initiatives for community literacy activities through a Community Literacy Fund (that can be applied to for receiving extra books), through using recognition strategies for best practice and high performing districts, and through fostering public-private partnerships for literacy. SCOPE will also work with national and local governments to leverage existing civic service models, such as *Urugerero* youth service and *Umuganda*, to support community literacy activities.

These complementary activities will be reinforced and sustained by technical work to foster a culture of reading; specifically to:

- Support Rwanda Reads as a technical collaboration platform for government and civil society, including revitalization of its website;
- Advocate for literacy promotion through support of policy, standards and other guidance and for institutionalization in REB and Ministry of Local Government (MINALOC) systems;
- Strengthen supply and demand of the children's book industry through stakeholder capacity building, market research, and networking;
- Increase communities' access to age-appropriate, relevant reading materials via book distribution for initial school-community libraries, managed by Literacy Champions, and via collaboration with Kigali Public Library.

The social inclusion and gender dimensions of the program will be integrated into all aspects of SCOPE work including in work plans, implementation, monitoring and evaluation. For example, at implementation level, SCOPE will embrace role models, by having women in leadership positions both within the project and in project activities, and encouraging women in communities to take responsibility for project activities (e.g. being a Literacy Champion, or leading a community reading celebration). SCOPE is also committed to promoting the role of men in supporting their children's education and will work with civil society partner Rwanda Men's Resource Centre (RWAMREC) to devise strategies that target men. Organizations helping people with disabilities and RWAMREC will work with SCOPE throughout the materials and SBCC campaign development to ensure SCOPE represents men, women, people with disabilities, and other disadvantaged groups in its work, and to ensure project activities include strategies for inclusion.

Where possible, SCOPE will disaggregate data by sex and disability, sharing data with relevant organizations that work on these issues.

Working in the context of other interventions that are aimed at improving the quality of classroom instruction and access to high-quality, relevant teaching and learning materials, SCOPE will contribute to improved literacy outcomes for children in the primary grades, leading to increased opportunities for their success in schooling, by focusing on reaching children in their homes and communities. By the end of the project, SCOPE expects that more students will be able to read at grade level with fluency and comprehension because they are participating in out-of-school instructional and practice activities that complement their in-class instructional activities. With the support of local officials and an effective system of professional development, head teachers and SGACs will promote the active participation of men and women in supporting children's reading acquisition, including people with disabilities, the poor, and other vulnerable populations. Parents throughout Rwanda will be aware of what and how their children are reading in school, and will be involved in supporting their children's learning both in and out of school. Parents will deem literacy skills foundational for success in school, promote reading at home and in the community, and set high expectations for the academic achievement of their children. Reading resources in the community will be accessible and well-utilized. The culture of reading will be growing stronger and stronger throughout Rwanda. As to the policy environment related to reading, a National Literacy Promotion Policy will be developed and disseminated; *Umuganda* Literacy will be integrated in MINALOC policy framework and programs; literacy will form an integral part of the *Imihigo* of key education officials at district and sector levels; and literacy will be integrated in District Development Plans and School Strategic Plans.

Please see table I below for more details of what constitutes a complete intervention and expected outcomes for each SCOPE stakeholder.

Table 1: Intervention activities and outcomes by stakeholder

Stakeholder	Complete intervention consists of:	Expected Outcomes
Child	<ul style="list-style-type: none"> Exposed to <i>Urunana</i> radio drama series Has an enabling environment for learning to read (stakeholders listed below receive intervention and act accordingly) Attends community literacy events such as reading clubs, reading festivals, etc 	<ul style="list-style-type: none"> Children spend more time reading and practicing reading skills in their homes and communities Children's literacy-related knowledge, attitudes, and practices improve Children's reading abilities improve
Parent	<ul style="list-style-type: none"> Attends SGA meetings that discuss literacy Attends parent session on the importance of literacy Listens to <i>Urunana</i> radio series Listens/Is exposed to other SBCC messaging on radio/tv/other 	<ul style="list-style-type: none"> Parent literacy-related knowledge, attitudes, and practice will improve, such as: <ul style="list-style-type: none"> Speaks more with children at home, including story-telling, to build up vocabulary and comprehension skills Sits and reads with child for a few minutes every day Gives child time to attend community reading activities and time to read at home Talks with children's teachers about reading progress
DEO	<ul style="list-style-type: none"> DEOs attend introductory SCOPE meeting in Kigali DEOs help to facilitate introductory SCOPE meeting at the district level DEOs attend training with SEOs on SLM self-study modules and how to facilitate with HTs Listens/Is exposed to other SBCC messaging on radio/tv/other District may be recognized if high performing or showing best practice 	<ul style="list-style-type: none"> During meetings at District level, provide time to SEOs to share achievements about literacy promotion, implementation of what they learnt from self-study modules Sensitize community members on the importance of literacy through <i>Umuganda</i> meetings and other district level meetings Organize reading competitions and festivals at district level Include children's literacy promotion in their annual action plans <p>Leading to:</p>

		<ul style="list-style-type: none"> • Literacy in the district is prioritized and integrated in DEO's annual action plans • Meetings with SEOs to review progress on literacy promotion held regularly • At least one reading competition/festival held per year
SEO	<ul style="list-style-type: none"> • Attend sector level SCOPE introductory meetings • Attend SEO training at District level on Parent-School Partnerships for Education (SLM modules training) • Receive direction/support from SCOPE staff on implementation of SCOPE activities (facilitation of SLM self-study modules with HTs / SGAC chairpersons, etc) • Listens/Is exposed to other SBCC messaging on radio/tv/other • May be recognized via social media/etc if high performing/showing best practice 	<ul style="list-style-type: none"> • Facilitate face to face training at sector level for HTs and SGACs chairperson and vice chairperson on Parent-School Partnerships for Education-First module • Do follow up for HTs and SGACs on progress of their self-study modules • Visit reading clubs in school communities and provide feedback • Sensitize community members on the importance of literacy through Umuganda meetings and other sector level meetings • Coordinate Literacy promotion activities in the sector • Coordinate the selection of Literacy champion selection • Organize reading festivals and competitions • Support schools in the sector on the allocation of community literacy funds • Include in their annual plans children's literacy promotion activities <p>Leading to:</p> <ul style="list-style-type: none"> • Literacy champions of good quality selected and mobilized • Literacy in the sector is prioritized and integrated into SEO's annual action plans

		<ul style="list-style-type: none"> • Meetings with HTs & SGACs to review progress on literacy promotion held regularly • At least one reading competition/festival held per year
Head Teacher	<ul style="list-style-type: none"> • Completes 6 SLM study modules with SGAC chairperson & vice chairperson • Receives a visit from SEO • Attends 2 face-to-face meetings with SEO and peers • Helps to select and support community volunteer Literacy Champion • Listens/Is exposed to other SBCC messaging on radio/tv/other 	<ul style="list-style-type: none"> • Communities mobilized to support children's reading activities • Parents visiting school to discuss their children's progress • Children of all ages use books in class and take them home
SGAC chairperson/ vice chairperson	<ul style="list-style-type: none"> • Supports village leaders in the selection of Literacy Champions • Attends training at sector level to learn together with Head Teachers the first module for Parent-School partnerships for education • Listens/Is exposed to other SBCC messaging on radio/tv/other 	<ul style="list-style-type: none"> • Literacy Champions of good quality selected and mobilized • Visits reading clubs and provides feedback to LCs • Works with LCs and head teachers to apply for Community Literacy Funds • Works with head teacher to organize reading festivals in the school community • Sensitizes community members on the importance of literacy through SGA and SGAC meetings • At least one reading festival held per year <p>Leading to:</p> <ul style="list-style-type: none"> • Vibrant reading clubs and community libraries
Literacy Champion	<ul style="list-style-type: none"> • Selected by HT, SGAC, and village leaders • Receives 2 day training from Umuhuza • Receives Literacy Champion Toolkit • Receives support from HT, SGAC, village leaders, and SEO • Receives monitoring/coaching 	<ul style="list-style-type: none"> • Leads reading initiatives (reading clubs, using community libraries, parent sessions, reading festivals, etc) for P1-P3 children • Manages book collections (for use in reading clubs), community libraries including keeping an inventory of readership • Works with <i>Urugerero</i> youth to

		<p>promote literacy in the community</p> <ul style="list-style-type: none"> • Sensitizes community members on the importance of literacy • Works with School Leadership and SGACs in the application of Community Literacy Funds; • Collaborates with school leadership and SGAC to organize reading festivals in the school community <p>Leading to:</p> <ul style="list-style-type: none"> • Reading activities (via reading clubs and community libraries) well attended and monitored • Vibrant reading clubs and community libraries
Urugerero Youth volunteer	<ul style="list-style-type: none"> • Receives training in volunteer community literacy activities via its integration in <i>Itorero</i> curriculum • Receives direction/support from Literacy Champion, HT, SGAC, and village leaders in supporting community literacy activities 	<ul style="list-style-type: none"> • Support reading initiatives in communities – reading clubs, community libraries • Ensures that all children, boys and girls, those with disabilities have equal access to reading material and opportunities
Other community members	<ul style="list-style-type: none"> • Listens/exposed to Urunana radio series • Listens/exposed to literacy messaging (Umuganda, parent sessions, SGA meetings, etc) given by LC, HT, SGAC, or village leaders • Invited to attend/support literacy activities in the community 	<ul style="list-style-type: none"> • Play an active role in children's reading activities such as providing space and relevant materials • All children regardless of gender and disability status benefit from available reading opportunities
MINALOC – Vice Mayors in charge of social affairs	<ul style="list-style-type: none"> • Attends introductory SCOPE meeting in Kigali • Attends district level introductory SCOPE meeting • Oversees overall coordination of literacy efforts in the district • Participates in literacy promotion activities 	<ul style="list-style-type: none"> • At least one coordination meeting on literacy held at district level on a quarterly basis

A phased-approach to implementation:

The School-Community Partnerships for Education (SCOPE) project was launched in Rwanda in 2016. Burera and Gicumbi districts were chosen as implementation locations in year one in order to build on operational and program activities already in place by Save the Children and Umuhuza in these areas. This selection was made to enable immediate start-up of program activities under SCOPE, capitalizing on program experience, existing infrastructure and community/government relationships.

Going forward, however, Save the Children is committed to the expansion of SCOPE into additional districts in partnership with REB. The anticipated plan for district expansion is outlined below:

- In Year 2 (FY 2017, commencing October 2016), SCOPE will phase operations into 10 new districts where neither SC nor Umuhuza is working.
- In Year 3 (FY 2018, commencing October 2017), the 18 remaining districts will be phased-in to reach national scale.
- In Year 4, SCOPE will consolidate its model at scale, making adjustments to various approaches as necessary, documenting experiences, best practices and lessons learnt.

Relation of SCOPE to USAID/Rwanda's Country Development and Cooperation Strategy

SCOPE was designed to address USAID/Rwanda's Country Development and Cooperation Strategy (CDCS) Intermediate Result 4.1 of *improved literacy outcomes for children in primary grades* in the overall goal of attaining USAID/Rwanda's CDCS Development Objective 4 of *increased opportunities for Rwanda children and youth to succeed in schooling and the modern workplace*.

SCOPE RESULTS FRAMEWORK

The primary purpose of the SCOPE initiative is to improve literacy outcomes for children in primary grades. The SCOPE results framework has three intermediate Results (IRs): (1) strengthened capacity of school leadership for leading literacy focused school-community partnerships, (2) improved parental and community engagement in providing literacy support, and (3) improved culture of reading.

In order to achieve a strengthened capacity of school leadership to promote literacy-focused school-community partnerships (IR 1), the enabling policy environment must be improved so that school leaders are supported and held accountable via national standards for school community partnerships (Sub-IR 1.1). Once standards have been agreed upon, training materials will need to be developed that can guide school leaders in how to uphold these school-community partnership standards (Sub-IR 1.2). Finally, once the materials have been developed, piloted, and revised, they will need to be scaled up at the national level so that all school leaders are supported to uphold the literacy-focused school-community partnership standards (Sub-IR 1.3).

For achieving improved parental and community engagement in providing literacy support (IR 2), parents and community members first need to be convinced that providing time and support for literacy learning outside the classroom is essential. To this end, SCOPE will conduct a SBCC

campaign to influence attitudes towards reading (Sub-IR 2.1). As children, parents and community members are being exposed to the SBCC campaign, community reading events and supports need to be available to try out in order to confirm budding ideas about the importance of literacy learning outside of schools. Accordingly, Sub-IR 2.2 selects and trains community Literacy Champions to organize community reading activities and mobilize parents and community members to support their children's literacy learning. However, on their own Sub-IRs 2.1 and 2.2 may not be enough to drive sustainable changes around literacy in the 4 years of project implementation, especially where many communities are starting out with few to no appropriate children's books and considering that the community literacy activities are largely dependent on volunteers. Consequently, SCOPE is also incentivizing communities to normalize and institutionalize these community reading activities via a Community Literacy Fund that communities can apply to for receiving an extra supply of books and via public recognition on radio, social media, and other popular forums in Rwanda; additionally, SCOPE is engaging with private institutions to popularize public-private-partnership models for literacy in Rwanda (Sub-IR 2.3). Moreover, SCOPE is working towards institutionalization of community-led reading activities for children by (1) advocating within the national youth service body (*Itorero*) to have community reading activities be accepted as an option for this national youth service requirement and (2) advocating for literacy activities for children during monthly *Umuganda* days; this will ensure that SCOPE's community reading activities continue after the life of the project (Sub-IR 2.4).

Both IR 1 and IR 2 are dependent on and influence the culture of reading in Rwanda. In order to ensure that the culture of reading is fostered and sustained, SCOPE will work to revitalize MINEDUC/REB's Rwanda Reads networking platform, which strives to foster synergies among stakeholders via information sharing, networking, and promotion of literacy activities and initiatives. SCOPE will re-energize dormant Rwanda Reads members, bringing on new members and supporting members to organize literacy events all year round and especially during the Literacy Month in September; SCOPE will also be the technical lead to revitalize the RR website with important advocacy and implementation resources (Sub-IR 3.1). Simultaneously, SCOPE will seek to improve the enabling policy environment related to literacy promotion to ensure the culture of reading is supported at the national level and cascaded down to local levels by supporting the drafting and approval process of a National Policy for Literacy Promotion; SCOPE will also support its dissemination through its various project activities and forums. Additionally, via advocacy for districts to incorporate literacy, and school-community partnerships specifically, into their *Imihigo* and District Development Plans, SCOPE will work with districts to improve the enabling environment at the district and sector levels by building literacy-related objectives into their plans (Sub-IR 3.2). As the enabling environment is fostered at the policy level, SCOPE will cultivate improved supply and demand for children's Kinyarwanda-language reading materials through its whole-system approach, which intervenes at every stage of the local book chain. Stakeholders in the publishing industry will benefit from trainings, the continuation and expansion of the Abana writer's café, book purchasing consortiums, and meetings of the Rwanda Children's Book Forum; research on market preferences and other demand-related questions will be conducted and shared with publishers and the Rwanda Reads community (Sub-IR 3.3). In the interim while literacy momentum is being built up, SCOPE will ensure communities have an initial supply of 100 books so that Literacy Champions and communities can begin organizing reading activities, will reward selected champion districts with an initial district-level library, and will work with Kigali

Public Library to help communities make better use of the books already in community libraries (Sub-IR 3.4).

These Intermediate Results and Sub-Intermediate Results are shown in Table 2 below:

Table 2: SCOPE Results Framework

Project Purpose: Improved literacy outcomes for children in primary grades		
IR 1: Capacity of school leadership to improve student literacy through school-community partnerships strengthened	IR 2: Effective community and parental involvement to improve literacy skills increased	IR 3: Culture of reading improved
Sub-IR 1.1: Nationally appropriate vision of effective literacy school-community partnerships through evidence-based standards developed	Sub-IR 2.1: Social behavior change communications campaign for literacy developed and implemented	Sub-IR 3.1: Capacity of Rwanda Reads to support networking, coordination and information sharing among literacy stakeholders enhanced
Sub-IR 1.2: Training and instructional materials for guiding standards implementation at sector and school levels developed	Sub-IR 2.2: Parents and community mobilized to improve student literacy	Sub-IR 3.2: Literacy-promoting advocacy agenda through Rwanda Reads advanced
Sub-IR 1.3: Scalable training approach for building school leadership capacity implemented	Sub-IR 2.3: Local initiatives for community literacy activities promoted and incentivized	Sub-IR 3.3: Supply and demand within children's literature industry increased
	Sub-IR 2.4: Existing civic service models leveraged to support community literacy activities	Sub-IR 3.4: Communities' access to age-appropriate, relevant reading materials increased

The framework will serve as one of the primary SCOPE management tools, enabling the management team to define and organize its annual work plan around the desired end results, to gauge progress toward the achievement of results and to make appropriate adjustments to relevant programs and activities. The framework will also function as an effective communication tool, enabling the SCOPE team to succinctly capture and communicate the key elements of its strategy to increase time students spend reading outside of school.

SCOPE was renamed "Mureke Dusome" through a contractual modification in the third quarter of FY2016. With the exception of project plans and reports, the project will be referred to as Mureke Dusome for all other purposes for the life of the project.

II. Overall Progress of the Activity: April 1st, 2016, to June 30, 2016

SCOPE (later renamed “Mureke Dusome”) was launched in Gicumbi District on April 5th, 2016 in an event presided over by the USAID Mission Director. Following the launch, the project was introduced to District Education Officers in both Burera and Gicumbi districts.

In collaboration with REB and other education development partners, National Parent-School Partnership Standards were developed in alignment with the SLM standards. Using the National Parent-School Partnership standards as a framework, SCOPE developed six self-study modules for HTs, SGACs and SEOs, with each module corresponding to one of the six standards. The first three modules will be finalized in Quarter 4 and piloted in two school-communities in Gicumbi and two school-communities in Burera.

The Literacy Champion toolkit was developed in May 2016 to guide LCs in the facilitation and promotion of literacy/reading activities in their respective communities. Literacy Umuganda activities kicked off in Kigali City followed by implementation in eight villages of Gicumbi District and one village of Burera District. The Umuganda Literacy toolkit was developed and piloted in the last week of the quarter.

Research on literacy experiences and best practices in Rwanda, including interviews with local stakeholders is ongoing and once completed will inform program strategies for FY2017 and subsequent years. Via SCOPE and match funding, a consultant worked with REB to draft a National Literacy Promotion Policy, which will be shared in Quarter 4 with MINEDUC and other education development partners for feedback.

In order to promote a culture of reading, the project developed a Social Behavior Change Communications (SBCC) strategy. In alignment with this strategy, Urunana DC soap opera commenced broadcasting SCOPE key messages on literacy in May 2016; messages will be regularly monitored for reach and relevance.

In the role of Rwanda Reads Secretariat, SCOPE embarked on revitalizing the platform during the quarter. The project accordingly supported Rwanda Reads members to celebrate key literacy events including the World Book Day, Day of the African Child and the International Day of Families.

Books, mats and storage units were purchased, including 19,100 books, 191 metallic boxes and 191 mats, which will be delivered to community libraries in Gicumbi and Burera to coincide with the LC trainings. SCOPE will not deliver materials to 14 sectors currently covered by Umuhuza in the Literacy Boost project, as all of the villages will already be receiving book banks this year. Book replenishment will be provided to the previous book banks in the 7 sectors that were supplied with books in 2013, as our monitoring has indicated that they are in need of additional titles.

An external book review meeting met in May 2016 and included participants from Imbuto Foundation, Kigali Public Library, RWAMREC and other stakeholders. Publishers submitted 53 titles for this meeting. In April, an illustrators’ workshop, highlighting new artistic techniques, was held and attracted 30 illustrators. In the same week, an authors’ training was held on writing picture books to build capacity in plot development that features rising action, interlude, climax, falling action and conclusion. Seventeen authors attended the training. From both trained groups, 12 authors with finalized stories were partnered with 12 of the trained illustrators. The group of 24 were then trained on how to apply their newly acquired skills to develop story boards for picture books. As a result of this training, 12 picture books are currently in different stages of development, with several titles close to being finalized.

The Abana Writers' Café continues to attract young and imaginative authors and illustrators. With themes across a range of topics, some of the stories have portrayed women and young girls in a positive light while at least one author has written about a resourceful girl who has a visual impairment.

Save the Children drafted and submitted an MOU to URCE indicating potential areas of collaboration in research between SC and URCE. The latter provided feedback in which they have requested SC to be more specific in regards to its research agenda including the timing of activities. SC is reviewing the details of the MOU including the costing of all activities and will present the final MOU to URCE by July 31st, 2016.

SCOPE's Monitoring and Evaluation Plan was submitted to USAID and feedback was provided. The project team revised the draft and resubmitted on July 18th. The SCOPE KAP survey protocol was reviewed by SCUS's internal ethics committee, the Rwanda National Ethics Committee, the National Institute for Statistics Rwanda, and REB. All four agencies have provided their approval of the survey, which commenced in all 30 districts of the country on July 7th; baseline data collection is expected to be completed in August 2016.

SCOPE faced several major challenges during the quarter. Firstly, the approval process for the KAP survey was quite lengthy, as there are several government agencies charged with this role and some of them only discuss new research proposals once or twice a month. With four agencies having to approve the research protocol, it took up to three months to obtain the necessary approval.

The position of Technical Advisor was eventually filled and the TA officially commenced work on June 13th, 2016. Recruitment of the Senior MEAL Specialist even after four attempts has been problematic. Save the Children deployed one of its senior MEAL staff to provide 100% level of effort on SCOPE until the completion of the baseline activities, after which she will continue providing part-time support through December 2016. The recruitment of the Senior MEAL Specialist is ongoing.

Embedding SCOPE's best practices such as the children's literacy activities in *Umuganda* and advocating for *Urugerero/Itorero* youth to serve as literacy volunteers into government policy frameworks, while feasible, is also quite challenging. SCOPE is working to mount advocacy campaigns, develop position papers and mobilize the support of other partners, especially RENCP and Rwanda Reads, in order for these policies to materialize.

Additionally, while REB has been quite supportive of SCOPE, the REB team is very stretched for time, responding first to their own job requirements and secondly responding to the needs and requests of many development education partners operating in Rwanda.

III. Progress by SCOPE Activity Components

Result 1: Strengthen the Capacity of School Leadership to Promote School-Community Partnerships and Improve Student Literacy

Activity 1.1 Create nationally appropriate vision of effective literacy school-community partnerships through existing SLM standards and development of evidence-based standards for SGACs

On April 1st, SCOPE held a meeting with REB at Lemigo Hotel in Kigali to share SCOPE's work plan and develop a common understanding on SCOPE's objectives and activities, delineating how each will collaborate to implement the work plan. 18 participants attended the meeting (11 males and 7 females).

Save the Children's Education Signature Program Director gave a general overview of Save the Children's Education Program and the Chief of Party for SCOPE presented an overview of the project's proposed work plan. The presentation outlined key SCOPE project objectives, key result activities, expected outcomes and partners. The Director of SLM unit made complimentary remarks about the SCOPE project, confirmed the ownership of SCOPE project and noted the soundness of technical approaches suggested.

In an interactive session, the SCOPE Technical Advisor facilitated breakout sessions where participants asked questions and added their thoughts to the proposed approaches detailed in the work plan.

1.1.1 Synthesize existing knowledge of reading approaches in Rwanda

SCOPE hired a consultant to review secondary literature related to reading in Rwanda, to consult with relevant actors in the field of education and to synthesize international evidence alongside existing experience of SC and others. The project plans to share the findings of this study with education development partners in Quarter 4 of FY2016. The analysis and recommendations of this study will inform the project's approach and serve as a resource for advocacy with the Government of Rwanda (GoR) regarding the importance of the community and home environment.

1.1.2 Conduct formative research with URCE on interests, attitudes and needs of stakeholders:

SCOPE received positive feedback from URCE on the Memorandum of Understanding (MOU) to conduct the research. Negotiations were conducted via email and face-to-face meetings. On June 20th, 2016, senior Save the Children staff met with the principal of URCE to discuss details related to the collaboration. The two parties agreed to specify mutual commitments to be included in the MOU. The MOU is currently under review by SCOPE. After the revision, SCOPE will send it to URCE for their final inputs and sign off. URCE has confirmed its interest to partner with Save the Children on this research.

1.1.3 Convene national workshop to disseminate results of research and studies

[To implement and report on in Quarter 4, FY2016²]

1.1.4 Use existing School Leadership and Management (SLM) standards developed by REB as a framework to train HTs on literacy promotion

² Activity 1.1.3 has been split into parts and embedded under 1.1.1, 1.1.2, and MEAL national-level baseline results dissemination activities in the FY2017 Annual Plan.

[Activity modified and to be implemented in FY2017³]

1.1.5 Support REB in the development of literacy-focused SGAC standards

In initial discussions with REB SLM, there was an identified need to strengthen the relationship between schools and parents. The REB-SLM Director expressed this as a critical aspect of supporting children's learning reading in Rwanda, and requested that SCOPE standards support the foundational skills and practices necessary for parents to be more involved in school life. As a result, SCOPE and REB staff have developed a draft of National Parent-School Partnership standards. SGAC and school leaders will use these standards to strengthen collaboration to ultimately improve students' learning.

This was done through a series of workshops: On May 13th, 2016 at Classic Hotel in Kigali, SCOPE conducted the first workshop with REB, VVOB, Wellspring, EDC/ L3, Concern Worldwide, Millennium Villages project (MVP), National Union of Disabilities' Organizations of Rwanda (NUDOR), Rwanda Men's Resource Center (RWAMREC), Directors of Education (DEOs), HTs, SEOs, Vice-mayor in-charge of Social Affairs as well as SGAC representatives. The workshop was attended by 26 participants: 9 females and 17 males.

In the workshop, SCOPE staff presented an overview of the SCOPE project, its activities and implementation plan. After the presentation, a question and answer session was held to help clarify SCOPE activities for participants. Stakeholders shared and discussed activities currently underway in different districts and recommended SCOPE build on their endeavors; for example, the Peer Learning Circles for SEOs established by VVOB could be used as a mechanism to encourage SEOs to share information on how they are supporting HTs and SGACs to promote children's literacy in their school communities. SCOPE then introduced the first draft of the National Parent-School Partnership Standards. Through group sessions, participants provided inputs on each standard, their goals, and their implementation. REB suggested that the drafted National Parent-School Partnership Standards could have the same structure as the SLM Standards. They suggested that SCOPE organize workshops during the weekends so that they could participate in the finalization of the standards.

As a result, on May 21st, 22nd and 29th, 2016, SCOPE in collaboration with REB conducted workshops to review the inputs provided on the drafted National Parent-School Partnership Standards and finalized them. Two parts of the document were developed: Part one includes an introduction to the National Parent-School Partnership Standards, the purpose of the standards, users of the standards, definition and the goal of each standard; Part 2 is the competency framework which provides information on the roles and responsibilities of the primary actors (schools vs. parents), as well as the knowledge, skills, values and practices the responsible actors should demonstrate to implement each standard. The drafted National Parent-School Partnership Standards were shared with REB-SLM unit for their review. Following this, SCOPE will submit the drafted standards to REB SMT for validation.

1.1.6 Develop and execute a plan for the dissemination of SLM and SGAC standards through the system

[To implement in Quarter 4 of FY2016 and Quarter 1 of FY2017]

Activity 1.2 Develop training and instructional materials for guiding standards implementation at sector and school levels

³ Activities 1.1.4, 1.1.5, & 1.1.6 have been modified and embedded under 1.1.3 *National Parent-School Partnership Standards development and dissemination* in the FY2017 Annual Plan.

1.2.1 Mapping of existing resources

[Activity achieved in Quarter 2 of FY2016]

1.2.2 Develop Literacy Champion Toolkit

SCOPE developed the first draft of the Literacy Champion Toolkit, which will help the champions to facilitate literacy activities in communities. SCOPE consulted NUDOR and RWAMREC to ensure that the content integrates gender and social inclusion effectively. At present, the draft toolkit has the following content:

- Introduction
 - *Why Literacy in the Community*
 - *Role of Literacy Champion*
- Using Storybooks with Children
- Caring for Books
- Community Reading Activities:
 - *Reading Clubs Guidance*
 - *Umuganda Reading Guidance*
 - *Abana Writers' Café Guidance*
 - *Parent Sensitization Guidance*
- Positive Discipline
- Supporting Inclusion & Equity

In the upcoming quarter, the LC toolkit will be piloted in two school-communities Gicumbi and in two school-communities in Burera. The selected LCs will be trained and each will get a copy of the toolkit for reference in all literacy activities. This piloting process will inform future revisions of the toolkit.

1.2.3 Develop draft SGAC guide

[Activity modified and embedded under SLM module development, below]

1.2.4 Develop SLM modules

[In the FY2017 Annual Plan, this activity has been renumbered to 1.2.3]

SCOPE developed training modules for SEOs, HTs and SGACs to support implementation of the drafted National Parent-School Partnership Standards. On April 4th, 2016, SCOPE conducted a workshop with Wellspring and Save the Children Literacy Boost staff to brainstorm the content for the SLM training modules. Participants gave ideas on the content outline to be developed for HT, SGAC and SEO training modules.

As a result, draft modules were developed, each corresponding to the draft standards cited below:

1. Sharing Responsibility
2. Active Participation in School Life
3. Communicating Effectively
4. Supporting Learning
5. Ensuring Equity and Inclusion
6. Collaborating with Community

While the training modules take a generalist approach to developing foundational skills and practices to support parental involvement, there are literacy-supportive practices, illustrations and assignments embedded throughout the content. For example, at the end of the first module on Sharing Responsibility, the assignment is for SGAC leadership and HTs to collaborate with village leaders to elect and support Literacy Champions who will organize community reading activities.

HT and SGAC training content are identical, as the two actors will be completing the self-study modules collaboratively. This peer-learning approach will help to develop and strengthen relationships between the two actors, who according to our research, are currently not collaborating effectively. Through self-reflection and activities, HTs and SGACs will engage in open dialogue and productive action planning. This approach will also increase accountability, both in terms of completion of the training and in terms of commitment to implement the planned improvements. In each training module, there are interactive activities and practical assignments that Head Teachers and SGACs will have to implement after the completion of each module.

The training modules for SEOs are identical to the HTs' and SGACs' version of the modules except that the SEOs' version also includes tips and other content supporting the effective monitoring of HTs' and SGACs' completion of their assignments and application of their learning. It also provides guidance on how to prioritize literacy and learning at the sector level, with targets for organizing literacy-supportive events and celebrations.

Currently, the final editing of the first three modules is ongoing. After input from REB-SLM, they will be piloted in two school-communities in Gicumbi and in two school-communities in Burera.

1.2.5 Conduct initial piloting of SLM Modules, SGAC Literacy Guides and Literacy Champion Toolkits

[Modules will be piloted in Quarter 4 of FY2016]

Activity 1.3 Implement scalable training approach for building school leadership capacity

[Activity to be implemented in Quarter 4, FY2016 and Quarter 1, FY2017]

Result 2: Increase Effective Community and Parental Involvement to Improve Literacy Skills

In the reporting period of April-June 2016, a Social and Behavior Change Communications (SBCC) strategy for literacy with a strong component of gender and social inclusion was drafted. It will be reviewed and finalized in the Quarter 4.

In the same reporting period, Urunana Development Communications started airing literacy messages through its bi-weekly radio soap opera series. This quarter, Urunana aired 11 episodes featuring pre-determined key messages. Urunana received feedback from listeners who sent in six short messages (SMS); so far, this feedback has been unrelated to SCOPE messaging. In addition, three script review meetings were held to adjust the storylines to literacy messages.

In terms of mobilizing parents and communities to improve students' literacy, Umuhuza drafted a LC toolkit that defines roles and responsibilities of LCs. Introductory meetings on SCOPE were held with Burera and Gicumbi District Officials.

Umuhuza also organized an event to mark the International Day of Families in Burera with the aim of raising awareness on the importance of having a strong school-community partnership to promote children's education in alignment with the Sustainable Development Goals (SDGs).

The Umuganda literacy events were organized in Gicumbi and Burera Districts with the participation of 488 children.

Activity 2.1 Develop and implement a social behavior change communications campaign for literacy

In the reporting period of April-June 2016, a SBCC strategy for literacy was drafted. It will be reviewed and finalized in Q4 FY2016.

2.1.1 Incorporate key literacy messaging into all partner and SCOPE capacity building and development communications materials and training events

In the reporting period of April-June 2016, Urunana Development Communications started airing literacy messages through its bi-weekly radio soap opera series. 11 episodes featured key messages promoting community and family support for children's literacy development. Activities related to pre-production and post-production of Urunana Radio soap opera series are outlined as on the below:

i. Script meeting

During the reporting period (April - June 2016), three script meetings were conducted and attended by both Save the Children and Urunana DC staff. Script meetings are important in the production of Urunana Soap Opera as it guides the synopsis and soap opera writers. These meetings include discussions of pre-developed messages and feedback from audience surveillance reports.

ii. Writing of Urunana Soap Opera

This quarter saw the writing of episodes that introduced initial SCOPE messages. Urunana script writers begin the transition to a literacy-focus by using existing characters with ECD-aged children as entry points. Using this approach, the plot begins with the Nyarurembo community health worker being invited to attend a workshop on early childhood development as a basis for stimulating children to be able to learn to read, which will eventually enable them perform well in school. While some community members begin adopting the approach and reading with their children, others are not yet convinced that it is a useful practice. The storyline will develop from here, as parents will begin to observe the difference in their child's reading abilities as a result of their engagement. In FY2017, as the ECD-aged children enter primary school, the messaging shifts to be in greater alignment with SCOPE's scale up to 12 districts. Urunana plot lines will then be able to include a focus on specific SCOPE activities, such as community-based reading activities and parent-school collaboration.

iii. Joint production review meeting

When the first messages under SCOPE began, it was deemed necessary to have a joint production meeting between Urunana DC and Save the Children teams. The purpose of the meeting, held on May 17th, 2016, was to ascertain whether the messages that were being broadcast were in alignment with the planned messages. During the meeting, messages were reviewed and found to be consistent with project objectives.

iv. Audience Surveillance

This activity aims to assess the level of knowledge and attitudes of the selected audience vis-a-vis children's literacy; it also seeks to pre-test already developed literacy messages to see if they are in line with the needs of the audience and their context.

2.1.2 Civil society partners including NUDOR and RWAMREC review all BCC strategies and messages for inclusion and play an active role in promoting literacy programs

In this quarter, preliminary meetings were held with NUDOR and RWAMREC to assess potential areas of collaboration. Messages and all materials that need their review will be shared with the two partners once an MOU, including the ToR outlining areas of collaboration, is signed. As formal engagement of these two partners is still being negotiated, both NUDOR and RWAMREC have been invited to contribute to the development of SLM modules as well as to discussions about preparing for the International Literacy Day in September.

2.1.3 Develop radio/TV program content based on Literacy Boost (LB) reading awareness workshops for local TV programming and/or MINEDUC or other radio timeslot

2.1.3.1 & 2.1.3.2- activities described under 2.1.1 above

2.1.3.3 Provide MINEDUC with strategic messages for inclusion and focus in weekly MINEDUC radio spots and/or Rwanda TV

MINEDUC timeslots on RTV and Radio Rwanda have been discontinued. As a result, activities around sending strategic literacy messages to MINEDUC, signing an LOU and conducting several consultative meetings in this regard were not conducted. This activity has been modified in the FY2017 Annual Plan to focus on spots to be purchased for airing on Rwanda TV.

2.1.4 Train community radio station workers (local media) on key SCOPE literacy messages and themes to encourage their support in communicating key literacy messages through community radio broadcasts

This quarter, media houses and journalists working/based in Gicumbi and Burera Districts were identified. The training on key SCOPE literacy messages could not take place as key messages still need to be reviewed by NUDOR and RWAMREC and areas of collaboration still to be defined in the ToR. The project anticipates conducting the training in Q4 FY2016 once NUDOR and RWAMREC have reviewed the messages for gender and social inclusion. Below is the table with all identified journalists/media houses.

Media House	Contact person	Position
GICUMBI		
Radio Rwanda (Gicumbi branch)	Kwizera Bosco	Branch Manager
RTV (Gicumbi branch)	Kwizera Bosco	Branch Manager
Radio Ishingiro	Ildephonse Sinabubariraga	Managing Director
Izuba Rirashe	Claude Ndayishimiye	Correspondent reporter in Gicumbi
Imvaho Nshya	Regis Habineza	Correspondent reporter in Gicumbi
The New Times	Jean D'Amour Mbonyinshuti	Correspondent in the Northern Province

Kigali Today	Musanabera Ernestine	Correspondent reporter in Gicumbi
Igihe.com	Pacifique Ntakirutimana	Correspondent in the Northern Province
Radio Flash FM	Bosco Twagirayezu	Correspondent in the Northern Province
Touch Rwanda	Pacifique Nkurunziza	Correspondent in the Northern Province
BURERA		
Izuba Rirashe	Regis	Correspondent in Musanze
Imvaho Nshya	Protais	Correspondent in Musanze
RBA	Solange	Correspondent in Musanze
Kigali Today	Norbert Niyizurugero	Correspondent in Burera

2.1.5 Foster relationships with notable figures and celebrities to become national literacy champions and leverage their popularity to promote literacy messages and opportunities

SCOPE has mapped out potential notable figures and celebrities to support the promotion of literacy messages in Rwanda. In Q4 FY2016, these celebrities and other influential personalities will be approached to discuss their potential support for SCOPE objectives.

Activity 2.2 Mobilize parents and the community to improve student literacy

The Community Engagement team worked on several tools to be used in SCOPE project implementation, such as the LC toolkit, the Umuganda Literacy guide (a component of the LC toolkit that can also be a stand alone document) and the ToR for the selection of Literacy Champions. The guide was finalized and tested during *Umuganda* in May and June in 8 villages of Rutare sector in Gicumbi district and one village of Musarara, Nyamabuye cell of Kagogo sector in Burera district.

SCOPE introductory meetings were held in Burera on May 31st, 2016 and in Gicumbi on June 8th, 2016. During this meeting, SCOPE staff shared the project overview and implementation plan with potential beneficiaries and stakeholders. Staff also gathered ideas from stakeholders, ensuring their full involvement and ownership of the SCOPE project implementation and agreeing on contributions to SCOPE. These district-level meetings were attended by Vice Mayor of Social Affairs, DEOs, Executive Secretaries, SEOs, Migration officer, JADF PS, Gender and Family Promotion officers, HTs representatives, SGACS representatives and children.

Participants recommended that such meetings be conducted on a quarterly basis at district and sector levels. At the district level, the meeting should involve the following: Mayor, DEO, Migration Officer, JADF, Intore/Umuhira, Gender and Family Promotion Officer, Army, Police, Focal point of SGAC, Private Sector Federations, Primary School HT representative, church representative and Youth Commission representative. For the sector level, the following were recommended to attend: SEO, Executive Secretary/Sector, Executive Secretary/Cell, focal point for HTs, all religious confession representatives, Private Sector Federations, and LCs.

Participants also shared ideas on criteria for selecting Literacy Champions. Criteria include but are not limited to:

1. Willingness to work as a volunteer
2. Honesty
3. Trustworthiness
4. Retired teacher in the community

The table below summarizes the meeting attendance:

Activity	Area of activity	ATTENDANCE											
		Children			Parents			Other attendees ⁴			Overall		
		M	F	Total	M	F	Total	M	F	Total	M	F	Total
District-level Introductory meeting	Gicumbi	2	1	3	17	3	20	55	4	59	74	8	82
District-level Introductory meeting	Burera	1	2	3	10	1	11	53	10	63	64	13	77
Total		3	3	6	27	4	31	108	14	122	138	21	159

2.2.1 With REB/SLMU, create guidelines for the selection criteria and process for use by SEOs in choosing Literacy Champions, as part of the Literacy Champion Toolkit

The development of these guidelines has been incorporated in the LC toolkit; ToR for the selection of LCs have also been included in the toolkit.

2.2.2 Village-led recruitment of Literacy Champions through the SGACs and SEOs

[This activity will be implemented starting Q4 FY2016.]

2.2.3 Initial Community Literacy Champions training provided

[This activity will be implemented starting Q4 FY2016.]

2.2.4 Literacy Champions facilitate reading clubs, reading buddies, parent awareness workshops, reading events, as selected from the Literacy Champion Toolkit

[This activity will commence in FY2017.]

2.2.5 Follow up Literacy Champions trained

[This activity will commence in FY2017.]

2.2.6 Master Literacy Champions identified at district level

[This activity will commence in FY2017.]

2.2.7 Master Literacy Champions participate as trainers in national scale up (as part of the National Training Team)

[This activity will commence in FY2017.]

Activity 2.3 Promote and Incentivize Local Initiatives for Community Literacy Activities

The majority of activities under 2.3 will commence in FY2017, with a few starting in Q4 FY2016.

In Quarter 3, SCOPE:

⁴ Other attendees, who were also parents, included the vice mayor of social affairs, DEOs, SEs, SEOs, Migration officer, JADF PS, Gender and Family promotion officers, *Umutahira*, HTs representatives, and SGAC representatives.

- Ensured that application instructions and eligibility guidelines for the Community Literacy Fund are included in the SLM modules
- Established review guidelines for the Community Literacy Fund
- Produced case studies and shared on the Save the Children website & Facebook page, with Rwanda Reads, USAID and staff
- Publicized best practices using community radio, Facebook, Twitter, Save the Children website and Rwanda TV
- Developed a dissemination strategy with identified media houses working in Gicumbi and Burera
- Invited several media outlets to SCOPE events
- Developed a tracker to monitor radio broadcasts, print and digital media publications on literacy events
- Identified one PPP (Airtel) and held an introductory meeting to discuss potential areas of collaboration

Activity 2.4 Leverage existing civic service models to support community literacy activities

2.4.1 During National Literacy Month, work with MINALOC to have literacy messages raised during umuganda days

[This activity will commence in Q4 FY2016.]

2.4.2 Encourage children reading during umuganda days

Children's Umuganda Literacy is one of strategies initiated by Umuhuza and Save the Children in order to promote literacy and to raise the public awareness on the power of literacy at an early age. During Q3, the team focused on designing the Umuganda literacy guide and piloting it in Burera and Gicumbi Districts. The Umuganda Literacy guide was piloted in 8 villages of Rutare sector in Gicumbi district and one village of Musarara, Nyamabuye cell of Kagogo sector in Burera district

The Literacy Umuganda was organized and conducted with the support of SEOs, village leaders, Urugerero youth, and Head Teachers. The activities were led by Urugerero youth with technical assistance from the SCOPE and Umuhuza teams. Umuhuza community facilitators monitored and supported children while they read. Among the activities, children were engaged in read aloud sessions and story sharing.

Parents, leaders and children themselves welcomed the Umuganda Literacy experience with much enthusiasm. Some of the parents accompanied their children to the reading site before attending to their regular Umuganda activities. The children who attended were very excited about the activities and committed to mobilize their peers to attend the monthly Literacy Umuganda activities. There is now increased awareness on the importance of reading among local authorities across all levels. Additionally, it was recommended that the concept note on Umuganda Literacy be shared with other stakeholders to seek their support in raising awareness on children's literacy activities.

Some challenges encountered during the event include: (1) mobilizing cell leaders to participate in Umuganda literacy event; (2) preparation of Urugerero youth for the event and their familiarity with the Umuganda literacy guide; and (3) communicating about the Umuganda literacy event in the community as Urugerero youth do not have mobile phones.

To improve future activities, it is recommended that (1) future events should involve both school HTs and village leaders in the mobilization process; (2) the concept note for Umuganda Literacy is shared with all our stakeholders to seek their support and raise awareness on children's literacy activities; and (3) all tools developed in English need to be translated into Kinyarwanda to be more accessible to communities.

The table below indicates attendance in children's literacy events in Burera and Gicumbi districts:

Operational Area			Children's Attendance			
District	Sector	Cell	Village	Male	Female	Total
Gicumbi	Rutare	Gatwaro	Bureranyana	12	24	36
Gicumbi	Rutare	Bikumba	Nyabisindu	20	15	35
Gicumbi	Rutare	Bikumba	Marembo	35	25	60
Gicumbi	Rutare	Bikumba	Karugeyo	25	15	40
Gicumbi	Rutare	Bikumba	Matyazo	9	23	32
Gicumbi	Rutare	Bikumba	Kinaganirwa	19	20	39
Gicumbi	Rutare	Kigabiro	Kabuye & Munini	47	47	94
Burera	Kagogo	Nyarubuye	Musarara	74	78	152
Total	2	4	9	241	247	488

2.4.3 Mobilize Rwanda Reads (RR) members to support training of Urugerero

During the Rwanda Reads Working Group sessions, representatives from the civil society discussed the possibility of using *urugerero* as vehicle for literacy promotion. NGOs requested additional information to understand the possibilities of training *urugerero* youth volunteers to support community-based reading activities. As a result, Umuhuza and Save the Children began work on a case study to highlight how the approach has been implemented. The case study will be circulated to participants in Q4.

2.4.4 Collaborate with government stakeholders (to include potential work with URCE) to incorporate reading promotion into national urugerero training content

Umuhuza has started this work in 2016 and will continue this effort with potential support from Rwanda Reads. As described in 2.4.3, SCOPE will mobilize other RR members to support Umuhuza in bringing this initiative forward.

2.4.5 HTs/SGACs elect one Urugerero ('community literacy volunteer') per village

[This activity will commence in FY2017.]

2.4.6 Urugerero youth support LC in the facilitation of reading activities

[This activity will commence in FY2017.]

2.4.7 Advocate with Peace Corps to have volunteers support community literacy activities

SCOPE has held meetings with the Management team at Peace Corps. The latter agency has agreed to provide volunteers to support the project's reading programs. They will support the running of community libraries, reading clubs and other reading initiatives within communities.

Result 3: Foster a Culture of Reading

Activity 3.1 Enhance the capacity of Rwanda Reads to support networking, coordination and information sharing among literacy stakeholders

3.1.1 Map existing actors (refreshing an existing survey) and identify potential new members and collaborators

The database of Rwanda Reads members was updated; new members were included and nine new members joined the platform and were added to the database between April and June 2016, including Girl Effect, Ishyo Arts, Iyugi, The Hewitt Library, Kayonza Youth Friendly Centre, Duwa NGO, Vision Jeunesse Nouvelle, Urunana and FHI360.

A Rwanda Reads task force was established to plan for the General Assembly. Meetings were organized and conducted weekly between May and June and were attended by members and stakeholders of literacy activities.

Members of the task force were from a variety of organizations, including:

Category	Organization
Government	MINEDUC
Donors	USAID
Multilaterals	UNICEF, UNESCO
Civil Society Organizations	Save the Children, World Vision, British Council, EDC, Three Stones Consultancy, Girl Effect
Publishers	Mudacumura Publishing House, Iga Publishers
Booksellers	Arise Education,
Libraries	Grace Rwanda, Kigali Public Library

3.1.2 Support Rwanda Reads to continue the International Literacy Day celebration and to organize additional events at regional levels, by improving coordination and publicity

In collaboration with Rwanda Education Board and the Ministry of Education, SCOPE, as the secretariat for Rwanda Reads, championed the organization of the Rwanda Reads General Assembly for 2016. The assembly, which was originally proposed to take place in June 2016, is now scheduled to coincide with the International Literacy Day, September 8, 2016.

General Assembly Preparatory Meeting

On the June 29th, 2016, Rwanda Reads members, including civil society, publishers, librarians, Head Teachers and SEOs gathered to chart the way forward to promote literacy activities in Rwanda as well as prepare for the 2016 Rwanda Reads General Assembly and Rwanda Literacy Month in September 2016. Participants were divided into four working groups, namely the Formal Education Sector, Civil Society Organizations, the Book Sector, and Community Libraries.

During the discussions, participants brainstormed challenges they have each faced in their respective sectors in an effort to promote literacy among children. They also suggested solutions to address these challenges and highlighted goals they want to achieve and areas in which they would like to influence government support towards more and better-coordinated literacy activities. The groups agreed to carry out joint planning as well as joint implementation of the proposed literacy promotion activities.

This learning event strengthened collaboration for supporting literacy promotion and was an important step in helping to define the objectives of the Rwanda Reads platform. Meeting reports were shared with all members of Rwanda Reads.

International Literacy Day 2016

International Literacy Day 2016 will include the Rwanda Reads General Assembly, celebrating four years of the platform and its achievements to date. SCOPE will also feature additional activities in our implementation areas as well as Rwanda Reads members' program areas.

3.1.3 Compile and make public a set of resources on statistics, evidence and best practice for mobilizing community support for reading on RR website

SCOPE consulted REB's IT department to discuss ways of revamping RR website. A concept note was drafted and shared with REB for approval.

The SCOPE team has also drafted a concept note to revitalize the current Rwanda Reads website, in partnership with REB. The concept note is still being reviewed by various stakeholders, and more formal meetings are being organized with REB in order to gauge the feasibility of the proposed plan. The website will have resources on statistics, evidence and best practices for mobilizing community support for reading, but will not duplicate any existing platforms such as MCOP that share similar documents.

3.1.4 Maintain calendar of events, including learning events hosted by SCOPE and other Rwanda Reads members

In line with its mandate, the SCOPE team routinely sends Rwanda Reads members alerts on the calendar of reading events in the year. SCOPE chairs a task force commissioned by the Rwanda Reads Steering Committee and held regular meetings in order to mobilize stakeholders to participate in various initiatives. In addition, SCOPE provides ideas and examples on how the literacy events may be celebrated.

Advocacy through Celebration of International Day of Families:

Observed on May 15th each year, the International Day of Families is aimed at raising awareness on the importance of promoting school-community partnership to promote children literacy. The event took place at Kuwindenge village of Gihuke Cell in Gicumbi District on May 19, 2016. In attendance were parents, children and SCOPE community engagement staff; village chairpersons led these events. The SCOPE team engaged the local community in discussions around the role of parents in supporting children's education and advancing the culture of reading.

The SCOPE Community Engagement team reminded parents of their role in the promotion of children's literacy and encouraged them to continue supporting children instead of considering teachers as the only vehicle for ensuring children's reading development. Simple strategies for supporting literacy at home were shared, and parents expressed their sense of empowerment learning that they have the capacity to help their children learn to read.

This event also helped to raise awareness on the objectives of SCOPE: parents and other attendees at the event committed to increase their effort in supporting their children and teachers in their everyday literacy activities.

Summary of attendance:

Category	Male	Female	Total
Parents	5	15	20

Children	5	2	7
Total	10	17	27

Note: one (male parent) from participants had physical impairment.

3.1.5 Host learning events on a half-yearly basis⁵ for all Rwanda Reads members

SCOPE organized a RR General Assembly Preparatory event that also functioned as a learning event on June 29th 2016 - see activity 3.1.2.

3.1.6 Create and maintain training resource page on Rwanda Reads website, including access to all Literacy Toolkit resources and training modules

[In the FY2017 Annual Plan, this activity has now been embedded under 3.1.3 (3.1.3.2). Please see activity 3.1.3 for progress made in Q3.]

Activity 3.2 Advance a literacy-promoting advocacy agenda through Rwanda Reads

3.2.1 Provide technical assistance on the drafting of a revised Literacy Policy

SCOPE recruited consultants in partnership with MINEDUC to provide assistance in drafting a revised National Literacy Policy. This quarter, the consultants conducted a desk review of pertinent literature and, in agreement with Save the Children, developed an outline of proposed content. This framed the consultants' facilitation of interviews and focus group discussions with a range of stakeholders, including government officials, representatives from Rwanda Reads, as well as several key organizations working in the literacy field. The learning from these interviews and research is currently being incorporated into a first draft of the policy, which will be shared with MINEDUC.

3.2.2 Engage districts to include literacy related goals in their *imihigo*

During district level introduction meetings in Gicumbi and Burera, SCOPE staff shared project overview and action plan with local authorities and discussed the project's important focus on school-community support for reading. This lays the foundation for future discussions on why districts should prioritize literacy goals in District Development Plans.

Activity 3.3 Strategically strengthen supply and demand within the children's book industry

3.3.1 Provide training to local publishers, illustrators, authors, & other book sector actors to improve publishing outputs of Kinyarwanda children's books (match-funded via Comic Relief)

In this quarter, SCOPE BDU provided trainings to local publishers, illustrators, and authors on improving publishing outputs of Kinyarwanda children's books and how to make picture books.

As an objective to improve the availability of high quality Kinyarwanda children's reading materials SCOPE BDU team organized a meeting with the publishers to discuss terms of collaboration to support the development of increasingly high-quality Kinyarwanda books as well as to communicate new program expectations. SCOPE staff encouraged publishers to increase their participation in literacy events and campaigns as well as to engage in relevant market research opportunities. SCOPE urged publishers to start thinking about expanding their capacity by encouraging authors and illustrators to explore a wider range of techniques and to increase the level of creativity. Publishers also shared their expectations from SCOPE, such as areas requiring technical support, continued mentorship, as well as the need for increased exposure from the international book sector. The meeting took place on April

22nd, 2016 at SOS Village d'Enfants in Kacyiru, where 17 people attended (5 females and 8 males). The participants represented 10 different publishing houses, three of which are new to the industry. The meeting provided a valuable opportunity for these new publishers to connect with more established peers and to learn more about the sector.

SCOPE organized a two-day training for authors from 25 to 26 April 2016; some authors came from publishing houses, and others were independent authors. 19 participants attended the training (6 females and 13 males). The objective of the training was to encourage new authors to write stories that have strong plots for picture books, learning about themes, plot structure, genres, writing techniques and others topics. The facilitators also encouraged the authors to write stories that feature positive gender roles and social inclusion. Four of the training participants participated in the Abana Writers' Café that followed and two of their stories featured children who live with disabilities; one featured a girl with a visual impairment and another one featured a boy who had lost one of his legs. Both stories portrayed these protagonists as children who can live with equal opportunities as other children in the society.

SCOPE also organized a workshop for illustrators in Quarter 3 extending from April to June 2016. The illustrators' workshop was divided into three stages;

1. 27 to 29 April 2016: The first stage of the workshop (three days) was about exploring new techniques on illustrating for children. It engaged and encouraged the illustrators to use techniques they had not used before, including collage and mixed media. Every illustrator made an illustration using the collage technique and then developed a dummy of the story. Later, they made one final illustration of their favorite part of the story. This exercise challenged the illustrators on how to make choices on the moments of the story worth capturing and which elements mattered. Knowing that they cannot illustrate every moment of the story, it required them to think of the key events in the story that give a particular meaning and which merit illustration.
2. 5 May 2016: The second part of the workshop combined both the authors and illustrators and focused on collaboration in making storyboards. After the first part of the illustrators' workshop, SCOPE selected 12 illustrators who had demonstrated the most potential and passion, to work on stories written during the writers' workshop mentioned above. At this stage, the author and illustrator worked together to understand the story and decide which images will illustrate it best. Based on story agreements with authors during this this one-day workshop, the illustrators took time to work on dummies during their free time, and the consultant reviewed the drafts after the workshop during a coaching session.
3. 16 to 17 June 2016: The third and last piece of this workshop involved illustrators finalizing the drafts of their work. The trainer provided advice and input on the book dummies produced.

SCOPE will follow up with the illustrators to encourage them to finish the picture books and release the drafts to publishers by the end of July.

3.3.2 Facilitate a book review committee that evaluates books in draft forms and provides guidance to publishers on how to improve the quality of books prior to their investment in printing

In the course of Quarter 3, SCOPE's BDU team organized two book review meetings⁶, one external that took place on May 20th, 2016 and an internal one on the May 26th, 2016. In both the reviews, publishers submitted a total of 53 books and the meeting endorsed 41 titles with recommendations on improving them and rejected 12 judged not redeemable. The external book review meeting consisted of different stakeholder organizations interested in the quality of children's books and who are keen on providing constructive feedback to the book industry. For this meeting, RWAMREC, Imbuto Foundation, Association Soma, the Kigali Public Library and Teach Rwanda were the organizations that attended the review and contributed in providing the feedback.

3.3.3 Extend literacy groups like Abana Writers Café to communities beyond Kigali

In Quarter 3, SCOPE designed a guide about how to run successful Abana Writers' Cafés in the community, and the guide will be included in the LC toolkit. The guide demonstrates to users what Abana Writers' Café is, how to set a comfortable context and environment, how to plan it and what should be the ground rules. It also shows how to encourage participation and networking as well as sharing ideas and knowledge about writing for children.

3.3.3.1 Enhance the culture of reading and writing through Abana Writers Café in Kigali (This activity, match-funded via Comic Relief, commenced in 2015.)

In quarter 3, SCOPE organized three sessions of Abana Writers' Café which showed increased success by attracting a bigger range of diverse readers and writers. Twelve authors presented their stories (5 female, 7 male) and all of them were able to secure contracts with publishers. One of the highlights of these sessions were three stories that featured children living with disabilities as protagonists, and a majority had a girl as the main character. The sessions happened every last Monday of April, May and June 2016.

3.3.4 Conduct research on children's reading preferences and market demand for reading materials for emergent readers

In quarter 3, SCOPE recruited a consultant to undertake the study on Rwandan children's preference in reading. This study will look at the areas specified below:

- Conduct a desk review of existing literature to identify patterns around recreational reading and out of school reading, with a particular focus on the Rwandan and East African context;
- Identify publishing patterns in the local market, existing gaps in the current children's book market and potential areas for growth in relation to market demand;
- Collect and analyse qualitative data on children's preferred reading materials, including preferred genres, illustrations and themes as well as identification of language, gender, cultural and socio-economic factors influencing readership preferences.

Based on initial conversations with the SC team in Rwanda, it was decided that the two following activities, which were advertised in the original TOR, are no longer required for this consultancy. This is because sufficient information already exists regarding the parent, teacher and community attitudes to literacy.⁷

⁶ The book review meeting consists of providing feedback that usually revolves around eight core topics: content, illustration and layout, appropriateness of age and context, quality of writing, use of language and editorial, promotion of positive values, publishing children's book management, better collaboration among publishing industry actors and networking.

⁷ This information was adequately collected for the baseline and endline of the RCBI project, the baseline of Literacy Boost, and is also included in the KAP study baseline for the SCOPE project. As such, it is comprehensively covered.

- Conduct a similar analysis of parent and teacher perceptions of appropriate reading materials for young children;
- Collect and analyse qualitative data on the attitudes and practices of communities around recreational reading.

Lauren Pisani, Senior Literacy Research Specialist at Save the Children US, provided her technical support as a research advisor to the consultant on this study.

For publishers, the consultant had three focus-group discussions with twelve Rwandan publishers. Each discussion focused on publishers' concepts of children's' reading preferences and how this influences the decisions they make around investing in particular children's books.

For children, they were divided into three age groups for activities: 0-3, 4-6 and 7-9. The 0-3 age group was included in the study in order to aim to gather trends about what books they are attracted to and inform future programming for building the capacity of the publishing industry. Data collection for this 0-3 age group was funded by Save the Children UK sources.

The table below shows what research methods were used for each age group.

Age group	Observation	FGDs/Activities	Individual interviews
0-3	X	-	-
4-6	X	X	-
7-9	X	X	X

It was expected that children, particularly in rural areas, would be shy and rather reticent about voicing confident opinions about their reading preferences. Given this, children were selected to participate in the activities on advice from their teachers/caregivers, and categorized into one of two groups of 'exposure' to reading material. The assumption is that this will ensure that the study will benefit from the most vocal children. **Exposure** is understood to mean the extent to which children have had access to reading material at home, at school and in their community. This was judged based on: parental level of education, home learning environment, and home literacy environment and by asking children outright if they are able to name a 'favorite book'.

For the purpose of this study, the children were divided into two groups: 'high exposure' and 'low exposure'. Across all age groups, diverse children will be surveyed to investigate patterns across:

- Gender
- Socio-economic backgrounds
- Rural, semi-urban, urban

The research took place in two distinct areas:

- Save the Children intervention area (where 'high exposure' children will be located, who already participate in literacy activities)
- Areas where Save the Children does not have literacy activities.

The research also follows these guidelines:

- Each group of children had a max of 6 children.
- For each of the two 'exposure' groups, meet with:
 - One group of 0-3 (mixed)
 - Two groups of 4-6 (boys/girls/mixed)
 - Two groups of 7-9 (boys/girls/mixed)
 - Individual interviews with children aged 7-9, selected based on their participation levels (one boy/one girl)

- Two additional groups of children living in Kigali were finally added to the sampling

The final report of the study is expected to be shared in quarter 4 of the FY2016. The outcome of this research will be shared with USAID, Rwanda Reads and RENCP members and Save the Children staff. It will also be shared with publishers, authors, illustrators and other publishing sector actors.

3.3.5 Promote RCBI purchasing consortium events through Rwanda Reads⁸

On April 20th, SCOPE organized a Purchasing Consortium at the Kigali Public Library. Seven publishers attended and displayed more than 200 Kinyarwanda children's books. The event had visitors from the National Syndicate of Teachers, Teach Rwanda, the Kigali Public Library, Grace Rwanda, booksellers and the media. More than 40 people visited the event. One publisher said, "There are people out there who are not even aware of the existing capacity in Rwanda to publish children's books. This consortium is very helpful because it exposes our ability and it also gives us a motivation to publish more children's books"⁹

3.3.6 Organize meetings of a Children's Book Forum to support quality children's literature creation and promotion in Rwanda

In FY2016, local publishers requested to take ownership and leadership of the Rwandan Children's Book Forum (RCBF), which Save the Children had previously supported, and to use it as a platform to drive forward the Rwandan book sector. As this shift would support sustainability of the initiative, it was encouraged by the SCOPE book development team. In the course of Quarter 4, RCBF will organize a field trip to Gicumbi and Burera as well as a first general meeting of its members.

3.3.7 Liaise with NUDOR and RWAMREC to generate positive messages around gender, disabilities and inclusion to share with the book industry

In this quarter, preliminary meetings were held with NUDOR and RWAMREC to assess potential areas of collaboration. Messages and all materials that need their review will be shared with the two partners once an MOU including the ToR outlining areas of collaboration is signed – see activity 2.1.2.

3.3.8 Connect organizations for the blind with publishers

In Quarter 3, SCOPE held initial meeting with NUDOR on the viability and need for Braille publishing for children and there is a plan to discuss possibilities of cooperation with publishers in the next months.

Activity 3.4 Increase communities' access to age-appropriate, relevant reading materials

3.4.1 Provide an initial supply of 100 books per school-community library, reading mat, and storage unit

SCOPE purchased 19100 children's books, 191 mats and 191 storage units to be distributed in quarter 4 of the FY2016. The metallic lockable box, holding 100 books and one mat forms the school-community book bank or community library. This will be situated wherever the community selects. Some school communities may chose to select the home of a trusted community member, others will select the neighbouring school as the preferred venue while others might choose the local cooperative, church facility or even a pre-existing community library as their library; essentially, the venue preferred and selected will be the most accessible point for all children and school community members.

⁸ Book Purchasing Consortium serve as an opportunity for joint orders of books from different organizations, but the approach can apply in one organization where different projects can combine their orders.

⁹ See the "MUREKE DUSOME" PROJECT COMMS ALERT Edition 2, sent by Gloria Busingye, the SCOPE communications officer, on 5th May 2016.

Literacy Champions will assume management of the book banks and will collaborate with school leadership to determine whether the book banks will be stored on the school premises or at another site within the community. All the books were selected using these standards:

- Quality of writing, design and illustrations are appealing and accessible to children
- Relevance to the community needs
- Have little to no editorial issues (misspellings or typos) or layout flaws
- Do not contain any violence or potentially frightening events or language
- Have balance & synergy between text and illustrations so the pictures extend the meaning of the text
- Maintains Originality – is the story adding an original idea or replicating another well-known story? Traditional stories should reference that it is an adaption.
- Value – does the book have contemporary or permanent significance?
- Durability – will the book withstand multiple circulations?
- Cost – is the potential value worth the cost?

SCOPE will deliver all the materials during the Literacy Champions trainings so that they can start their work with all the materials in place.

3.4.2 Literacy Champions, in collaboration with SGACs, assume management of these school-community libraries in order to ensure they are accessed by children – see activity 2.2.4

In the course of Quarter 4, SCOPE will deliver books, mats and storage units to community libraries in Gicumbi and Burera. However, SCOPE will only deliver books to 7 of the twenty-one sectors in Gicumbi district, because Literacy Boost will also distribute books to community libraries in the other fourteen sectors from 2016 to 2017. From FY2017, LCs will be able to effectively manage the use of the book banks and to sensitize parents about caring for books.

3.4.3 Collaborate with Kigali Public Library to conduct mapping of existing inventory of books and libraries across the country

In Quarter 3, SCOPE liaised with the Kigali Public Library on collaborating in mapping of existing inventory of books and libraries. The library said they have already conducted that inventory mapping, and that they will share with SCOPE after cleaning their database. A strict timeline was not committed to, however, KPL has indicated they are willing to collaborate to complete the mapping process in the 2016 calendar year.

3.4.7 Kigali Public Library will commit to on-going monitoring support for community libraries, including training of librarians as well as periodic book donations

[This activity has been modified in the process of the FY2017 Annual Planning to ensure government ownership of this activity. It will commence in FY2018.]

Table 1: Progress against planned activities¹⁰

		Activity	Planned Timeframe	Year 1 (Oct 15-Sept 16)		
				Status at End of Q2 (January - March 2016)	Status at End of Q3 (April - June 2016)	Plans for Quarter 4 (July -September 2016)
Result 1: Strengthen the Capacity of School Leadership to Promote School-Community Partnerships and Improve Student Literacy	Activity 1.1 Create nationally appropriate vision of effective literacy school-community partnerships through evidence-based standards.	I.1.1 Synthesize existing knowledge of reading approaches in Rwanda	Planned for FY2016	Initial contributions to report made through consultations with L3/EDC	Consultant engaged for supplementary study on home/community literacy environment. Study underway.	Finalize the synthesis of the studies & disseminate
		I.1.2 Conduct formative research with URCE on interests, attitudes and needs of stakeholders	Planned for FY2016-FY2019	MoU shared with URCE.	Got inputs from URCE on MOU; Due to delays in signing an MoU, these research activities have been pushed back to FY2017-FY2019	Submit Save the Children final inputs on MOU to URCE and follow up with URCE to sign MOU.
		I.1.3 Convene national workshop to disseminate results of research and studies ¹¹	Planned for FY2017-FY2019			
		I.1.4 Use existing School Leadership and Management (SLM) standards developed by REB as a framework to train HTs on literacy promotion ¹²	Planned for FY2016-FY2018.		Used structure of SLM standards and competency framework to develop National Parent School Standards in collaboration with REB SLM department.	See I.1.5

¹⁰ This table has been modified from the one in the Quarter 2 FY2016 Report in order to more clearly describe progress against planned activities. Targets for key indicators are listed in section V: Progress towards targets.

¹¹ Activity I.1.3 has been split into parts and embedded under I.1.1, I.1.2, and MEAL national-level baseline results dissemination activities in the FY2017 Annual Plan.

¹² Activities I.1.4, I.1.5, & I.1.6 have been modified and embedded under I.1.3 *National Parent-School Partnership Standards development and dissemination* in the FY2017 Annual Plan.

		Activity	Planned Timeframe	Year I (Oct 15-Sept 16)		
				Status at End of Q2 (January - March 2016)	Status at End of Q3 (April - June 2016)	Plans for Quarter 4 (July –September 2016)
Result I: Strengthen the Capacity of School Leadership to Promote School-Community Partnerships and Improve Student Literacy	Activity 1.1 Create nationally appropriate vision of effective literacy	I.1.5 Support REB in the development of literacy-focused SGAC standards	Planned FY2016-FY2018		Developed draft Parent School Partnership Standards; conducted a workshops to get inputs on standards	Follow up with REB for Validation of the National Parent School Partnership standards
		I.1.6 Develop and execute a plan for the dissemination of SLM and SGAC standards through the system	Planned for Q4 FY2017 (once the standards are validated) – FY2018.			Disseminate the National Parent-School Partnership Standards
	Activity 1.2 Develop training and instructional materials for guiding standards implementation at sector and school levels	I.2.1 Mapping of existing resources (such as existing SGACs manuals as part of I.1.1 above)	Planned for Q2 FY2016	SLM and SGAC training materials gathered from REB, VVOB, Wellspring & Concern	Completed	Completed
		I.2.2 Develop Literacy Toolkit (for LC)	Initial drafting planned for Q3 & Q4 FY2016		I draft of LC literacy toolkit developed	Finalize Literacy Toolkit
		I.2.3 Develop draft SGAC guide ¹³	Initial drafting planned for Q3 & Q4 FY2016		Drafts of HTs and SGACs training modules (1-6) developed	See I.2.5
		I.2.4 Develop SLM modules	Initial drafting planned for Q3 & Q4 FY2016		Drafts of HTs and SGACs training modules (1-6) developed	Finalize self-study modules 1-3 developed for HTs and SGACs & finalize SEO version of modules 1-3

¹³ Activity modified and embedded under SLM module development

		Activity	Planned Timeframe	Year I (Oct 15-Sept 16)		
				Status at End of Q2 (January - March 2016)	Status at End of Q3 (April - June 2016)	Plans for Quarter 4 (July –September 2016)
		1.2.5 Conduct initial piloting of SLM Modules, SGAC Literacy Guides and Literacy Champion Toolkits	Planned for Q3 FY2016 – FY2018		Piloted <i>Umuganda</i> Literacy Guide (section of LC Toolkit; also serves as a stand-alone document) during <i>Umuganda</i> in May and June in 8 villages in Gicumbi district and one village in Burera district.	Pilot SLM modules 1-3 in 2 school-communities in Burera and 2 school-communities in Gicumbi. See also 1.3.4
Result 1: Strengthen the Capacity of School Leadership to Promote School-Community Partnerships and Improve Student Literacy	Activity 1.3 Implement scalable training approach for building school leadership capacity	1.3.1 Utilize LARS data to inform district advocacy ¹⁴	Planned for FY2017			
		1.3.2 Pilot peer learning meetings conducted by national training team for targeted SEOs	Planned for Q4 FY2016-FY2018			Training meetings with SEOs and DEO will be held in Gicumbi and Burera in Q4 FY2016
		1.3.3 Target SEOs' support of HTs and SGACs to complete self-study modules	Planned for Q4 FY2016-FY2018			SEOs will hold introductory meetings with HTs and SGACs to go over the first SLM module in Gicumbi and Burera towards the end of Q4 FY2016
		1.3.4 HTs provide SGACs with SGAC Literacy Guide and LC toolkit and support use ¹⁵	Planned for Q4 FY2016 – FY2019			LCs will be selected and provided with the first version of the Literacy Champion toolkit for piloting in 2 villages in Gicumbi and 2 in Burera.
		1.3.5 Support HTs and local MINALOC leaders (Mayors and Executive Secretaries) to facilitate the development of a calendar of literacy activities and events	Planned for Q4 2016-FY2019			Drafting of the calendar will begin in Q4 FY 2016; reminders will be given during DEO/SEO face-to-face training

¹⁴ The SCOPE team has heard that LARS data may not be published, so this activity has been adjusted in the FY2017 work plan.

¹⁵ This activity has been embedded under 1.3.3 in the FY2017 work plan.

		Activity	Planned Timeframe	Year I (Oct 15-Sept 16)		
				Status at End of Q2 (January - March 2016)	Status at End of Q3 (April - June 2016)	Plans for Quarter 4 (July –September 2016)
Result 2: Increase Effective Community and Parental Involvement to Improve Literacy Skills	Activity 1.3 Implement scalable training approach for building school leadership	1.3.6 Strategy development meetings for incorporating standards into accountability systems within SLMU & MINALOC ¹⁶	Planned for Q4 FY2017, Q4 FY2018, & Q4 FY2019			
		1.3.7 Engage REB, VVOB, and URCE to explore the possibility of including reading programs in the head teacher certification program	Planned for Q4 FY2016 – FY2018		Initial discussions held with VVOB around inserting literacy content into the HT certification program.	Continue discussions with VVOB; initial meetings with REB & URCE around inserting literacy content into the HT certification program.
	Activity 2.1 Develop and implement a social behavior change communications	2.1.1 Incorporate key literacy messaging into all partner and SCOPE capacity building and development communications materials and training events	Planned for Q2 FY2016- FY2019	Gender sensitive and inclusive key messages were developed in partnership with Urunana.	The messaging was incorporated into the radio drama and began being aired in May 2016. In Q3, 11 episodes with literacy supportive messages were broadcasted. SBCC strategy drafted.	Collate feedback and finalize strategy. Key messages will be incorporated in SCOPE's capacity building materials and training events.
	Activity 2.1 Develop and implement a social behavior	2.1.2 Civil society partners including NUDOR and RWAMREC review all SBCC strategies and messages for inclusion	Planned for FY2016-FY2019	NUDOR and RWAMREC participated in the literacy message design exercise led by Urunana.	SBCC strategy drafted and sent out for feedback.	Collate feedback and finalize strategy.
						Pending MoU finalization, invite NUDOR and RWAMREC in a half day meeting to help fine-tune the key messages before these are widely used.

¹⁶ This activity has been embedded under 1.1.3.2 in the FY2017 work plan and has been shifted to begin towards the end of FY2017.

		Activity	Planned Timeframe	Year I (Oct 15-Sept 16)		
				Status at End of Q2 (January - March 2016)	Status at End of Q3 (April - June 2016)	Plans for Quarter 4 (July –September 2016)
Result 2: Increase Effective Community and Parental Involvement to Improve Literacy Skills	Activity 2.1 Develop and implement a social behavior change communications campaign for	2.1.3 Develop radio/TV program content based on Literacy Boost (LB) reading awareness workshops for local TV programming and/or MINEDUC or other radio timeslot	Planned for Q3 FY2016-FY2019		Q3 work on this activity initially focused on MINEDUC radio spots; however, this activity has been adjusted because MINEDUC radio was canceled. Instead, SCOPE will focus on working with Rwanda TV in Q4.	Organize meeting with Rwanda TV to discuss key literacy messaging and plan for integration into available timeslots
		2.1.4 Train community radio station workers (local media) on key SCOPE literacy messages and themes to encourage their support in communicating key literacy messages through community radio broadcasts	Planned for Q2 FY2016-FY2019.	Radio stations identified and list produced.	Training agenda developed.	Training to take place in August in Kigali, Gicumbi and Burera.
		2.1.5 Foster relationships with notable figures and celebrities to become national literacy champions and leverage their popularity to promote literacy messages and opportunities	Planned for Q4 FY2016-FY2018		Potential celebrities and notable figures have been identified.	Conduct introductory meetings; conduct orientation session on SCOPE; define TOR for the celebrity literacy champion.

		Activity	Planned Timeframe	Year I (Oct 15-Sept 16)		
				Status at End of Q2 (January - March 2016)	Status at End of Q3 (April - June 2016)	Plans for Quarter 4 (July –September 2016)
Result 2: Increase Effective Community and Parental Involvement to Improve Literacy Skills	Activity 2.2 Mobilize parents and the community to improve student literacy	2.2.1 With REB/SLMU, create guidance on selection criteria and process for use by SEOs in choosing Literacy Champions, as part of Literacy Toolkit	Planned for Q3-Q4 FY2016		Selection guidelines and criteria were developed and included in SLM modules; Developed TOR for LC selection	In the training with SEOs, HTs and SGAC leadership from Gicumbi and Burera will learn how to facilitate LC selection. The training/meeting with SEOs is planned in Q4 FY2016. See activity 1.3.3.
		2.2.2 Village-led recruitment of Literacy Champions through the SGACs and SEOs	Planned for Q4 FY2016-FY2018			LC champions will be selected in Gicumbi and Burera following the guidelines in the SLM modules. See activity 1.3.4.
		2.2.3 Initial Literacy Champion training provided	Planned for Q4 FY2016-FY2018			LCs in Burera and Gicumbi Districts will receive training on LC toolkits in September FY2016 (In FY2017 LCs from the 10 new Districts will be trained as well)
	Activity 2.2 Mobilize parents and the community to improve student literacy	2.2.4 Literacy Champions facilitate reading clubs, reading buddies, parent awareness workshops, reading events, as selected from the Literacy Champion Toolkit	Planned for FY2017-FY2019			
		2.2.5 Follow up Literacy Champions trained	Planned for FY2017-FY2019			
		2.2.6 Master Literacy Champions identified at district level	Planned for Q3 and/or Q4 FY2017			

		Activity	Planned Timeframe	Year I (Oct 15-Sept 16)		
				Status at End of Q2 (January - March 2016)	Status at End of Q3 (April - June 2016)	Plans for Quarter 4 (July –September 2016)
		2.2.7 Master Literacy Champions participate as trainers in national scale up	Planned for Q4 FY2017-FY2018			
		2.3.1 Community Literacy Funds supporting community-led reading activities around the country	Planned for Q4 FY2017-FY2019		Developed draft application instructions and eligibility guidelines for the Community Literacy Fund that are included in the SLM modules; Established review guidelines for the Community Literacy Fund	Establish a schedule/timeframe for the administration of the Community Literacy Fund
		2.3.2 Document and share success stories and best practices with local leaders and SEOs at <i>Umuganda</i> days and Open Days at both national and district levels	Planned for Q4 FY2016-FY2019			Produce case studies and share on the Save the Children website & Facebook page, with Rwanda Reads, USAID and staff.
Result 2: Increase Effective Community and Parental Involvement to Improve		2.3.3 Support SEOs to organize literacy based competitions and awards ceremonies	Planned for Q4 FY2016-FY2019			This activity has been postponed to the second half of FY2017, because before then SEOs need to focus on the SLM module study with HTs and SGAC leadership and on the selection of LCs and start-up of literacy activities in the community.

		Activity	Planned Timeframe	Year I (Oct 15-Sept 16)		
				Status at End of Q2 (January - March 2016)	Status at End of Q3 (April - June 2016)	Plans for Quarter 4 (July -September 2016)
Result 2: Increase Effective Community and Parental Involvement to Improve	Activity 2.3 Promote and incentivize local initiatives for	2.3.4 Highlight examples of best practice from around the country, or through partnerships with community radio and Rwanda Reads website and social media	Planned for FY2017-FY2019			
		2.3.5 Reward top performing schools, districts, through recognition strategies on radio, website, and social media	Planned for Q4 FY2017-FY2019			
		2.3.6 Work with radio and media partners to promote literacy events and reading competition winners, particularly at local level on radio, in print, and on the website and social media.	Planned for FY2017-FY2019			
		2.3.7 Identify PPPs that can provide awards for competitions held at sector, district, and national levels	Planned for Q3 FY2016-FY2019		Airtel and Ecobank have been identified as the first PPPs with the potential to support SCOPE.	The two corporates will be approached in Q4 to discuss concrete plans for supporting reading interventions.

		Activity	Planned Timeframe	Year I (Oct 15-Sept 16)		
				Status at End of Q2 (January - March 2016)	Status at End of Q3 (April - June 2016)	Plans for Quarter 4 (July –September 2016)
Result 2: Increase Effective	Activity 2.4. Leverage existing civic service models to support	2.4.1 During National Literacy Month, work with MINALOC to have literacy messages raised during <i>umuganda</i> days	Planned for Q4 FY2016 – FY2019			Produce and print handouts on literacy messages that portray males and females and people with disabilities positively and coordinate dissemination from sector to village level; Document successful experiences of literacy messaging/campaign
		2.4.2 Encourage children reading during <i>umuganda</i> days	Planned for Q3 FY2016- FY2019		Umuganda literacy sessions held in 8 sectors in Gicumbi and Burera.	Encourage umuganda reading in 4 pilot villages in Gicumbi and Burera through LC toolkit. Advocate with MINALOC for umuganda reading activities to be endorsed in revised umuganda policy.
		2.4.3 Mobilize Rwanda Reads (RR) members to support training of <i>Urugerero</i> to support reading	Planned from Q3 FY2016- FY2019		Representatives from the civil society held initial discussions on the possibility of using <i>urugerero</i> youth volunteers as vehicle for literacy promotion.	Develop and send communication materials to Rwanda Reads members on ways in which they can support training of <i>Urugerero</i> to support reading.
		2.4.4 Collaborate with government stakeholders (to include potential work with URCE) to incorporate reading promotion into national <i>urugerero</i> training content	Planned for Q4 FY2016- FY2019			Organize a meeting with the Itorero Chairperson to negotiate the inclusion of literacy messages in the <i>Urugerero</i> curriculum
		2.4.5 HTs/SGACs elect one <i>Urugerero</i> ('community literacy volunteer') per village	Planned for FY2017 – FY2019			

		Activity	Planned Timeframe	Year I (Oct 15-Sept 16)		
				Status at End of Q2 (January - March 2016)	Status at End of Q3 (April - June 2016)	Plans for Quarter 4 (July –September 2016)
		2.4.6 Urugerero youth support LC in the facilitation of reading activities	Planned for FY2017-FY2019			
		2.4.7 Advocate with Peace Corps to have volunteers support community literacy activities	Planned for Q3 FY2016 - FY2019		Negotiations commenced and principles of engagement agreed with Peace Corps Management.	Discuss with Peace Corps Management lessons learned from community library work; discuss ideas for how USAID small grant fund for literacy (to which Peace Corps Volunteers can apply) could better complement SCOPE activities
Result 3: Foster a culture of reading	Activity 3.1 Enhance the capacity of Rwanda Reads to support networking, coordination and	3.1.1 Map existing actors (refreshing an existing survey) and identify potential new members and collaborators	Planned for Q3 FY2016-FY2019		199 existing actors identified, 9 new members joined.	The mobilization for Rwanda Reads membership will continue.
		3.1.2 Support Rwanda Reads to continue the International Literacy Day celebration and to organize additional events at regional levels, by improving coordination and publicity	Planned for Q4 FY2016-FY2019	SCOPE commenced this activity ahead of schedule by supporting the World Read Aloud Day and providing advice to RR partners on the World Book Day	RR Working Group sessions held to plan for International Literacy Day and National Literacy Month; established RR task force and held regular meetings between May and June.	Preparations ahead of the international literacy day (September 2016) ongoing. It is continuous in Q4.
Result 3: Foster a culture of reading	Activity 3.1	3.1.3 Compile and make public a set of resources on statistics, evidence and best practice for mobilizing community support for reading on RR website	Planned for FY2017-FY2019		See activity 3.1.6	See activity 3.1.6

		Activity	Planned Timeframe	Year 1 (Oct 15-Sept 16)		
				Status at End of Q2 (January - March 2016)	Status at End of Q3 (April - June 2016)	Plans for Quarter 4 (July –September 2016)
Result 3: Foster a culture of reading	Activity 3.1 Advance a literacy-promoting advocacy agenda through	3.1.4 Maintain a calendar of events, including learning events hosted by SCOPE and other Rwanda Reads members	Planned for FY2017-FY2019	The calendar for April to June was shared with Rwanda Reads members.	SCOPE routinely sent RR members alerts on the calendar of reading events; SCOPE celebrated the International Day of Families by raising awareness on how parents can support their children's learning in one village in Gicumbi District.	Updated calendar of literacy events for quarter 4 will be shared in July.
		3.1.5 Host learning events on a half-yearly basis for all Rwanda Reads members	Planned for Q4 FY2016-FY2019		SCOPE organized a RR General Assembly Preparatory event that also functioned as a learning event; participants shared and learn from one another's experiences, as they worked on planning the General Assembly - see activity 3.1.2	SCOPE will organize a Rwanda Reads learning event.
		3.1.6 Create and maintain training resource page on Rwanda Reads website, including access to all Literacy Toolkit resources and training modules ¹⁷	Planned for FY2017-FY2019		This activity commenced ahead of schedule as working with REB to have ownership of the RR website may take time; Concept note designed for website and shared with REB for approval.	Agree and finalize RR website ToR with REB IT Department
		3.2.1 Provide technical assistance on the drafting of a revised Literacy Policy	Planned for Q3 FY2016-FY2019		A consultant was engaged. Research and the process of research drafting of the Literacy Policy commenced in this quarter.	Finalization of the draft; submission of the draft to MINEDUC for comments and review
	Activity 3.2 Engage districts to include literacy related goals in their imihigos	3.2.2 Engage districts to include literacy related goals in their imihigos	Planned for FY2017-FY2019		Held district level introduction meetings in Gicumbi and Burera, to shared project overview and action plan with local authorities, laying the foundation for future	Coordination among Umuhuza and Save the Children/SCOPE staff to prepare materials for introductory level meetings to be held in the ten new phase 2 districts in Q1 FY2017.

¹⁷ In the FY2017 Annual Plan, this activity has been embedded under 3.1.3.

		Activity	Planned Timeframe	Year I (Oct 15-Sept 16)		
				Status at End of Q2 (January - March 2016)	Status at End of Q3 (April - June 2016)	Plans for Quarter 4 (July –September 2016)
					conversations related to DDPs/SSPs/Imihigo	
	Activity 3.3 Strategically strengthen supply and demand within children's literature industry	3.3.1 Provide training to local publishers, illustrators, authors, & other book sector actors to improve publishing outputs of Kinyarwanda children's books	Planned for Q3 FY2016-FY2019	Trainings were held for 68 publisher industry actors.	Mentoring provided to 9 publishers; Training of 30 illustrators; Training of 17 writers; Coaching of 12 Authors	Trainings will be held based on identified skill gaps for the same publishing sector actors trained earlier in FY2016; SCOPE will work to recruit 5 new actors to receive training.
		3.3.2 Facilitate a book review committee in Kinyarwanda that evaluates books in draft forms and provides guidance to publishers on how to improve the quality of books prior their investment in printing	Planned once per quarter, starting Q2 FY2016-FY2019	Organized two book review meetings, to evaluate newly developed books	Organized two book review meetings, 41 out of 53 submitted were endorsed for further editing and feedback; 12 were rejected.	Will organize at least one book review meeting in Q4
		3.3.3 Extend Abana Writers Café literacy activity to communities beyond Kigali	Planned Q2 FY2016-FY2019	Organized two Abana Writing Café sessions at Kigali Public Library; adopted and piloted a new structure during the Kigali March meeting	Developed a facilitators guide Abana Writers' Cafés in the community	Share the Abana Writers' Café guide (as a module in the LC toolkit); pilot/document its use in at least one school-community in Burera
		3.3.4 Conduct research on children's reading preferences and market demand for reading materials for emergent readers	Planned for Q3 FY2016		Consultant engaged and research underway.	Research into children's reading preferences will continue into Q4; results will be shared with key stakeholders

		Activity	Planned Timeframe	Year I (Oct 15-Sept 16)		
				Status at End of Q2 (January - March 2016)	Status at End of Q3 (April - June 2016)	Plans for Quarter 4 (July –September 2016)
Result 3: Foster a culture of reading	Activity 3.3 Strategically strengthen supply and demand within children's literature industry	3.3.5 Promote RCBI purchasing consortium events through Rwanda Reads	Planned at least twice a year starting Q3 FY2016-FY2019		One purchasing consortium held at Innovation Village; 7 publishers attended and displayed more than 200 Kinyarwanda children's books. The event had visitors from the National Syndicate of Teachers, Teach Rwanda, the Kigali Public Library, Grace Rwanda, booksellers and the media. More than 40 people visited the event.	A purchasing consortium will be organized and held in Q4 (September).
		3.3.6 Organize meetings of a Children's Book Forum to support quality children's literature creation and promotion in Rwanda	Planned at least twice a year starting Q3 FY2016-FY2019		Rwanda Children's Book Forum was handed over to local book sector actors. It was officially registered as an independent body. This process of registering as a professional organism of the local publishing sector delayed this activity, so the meeting has been pushed to Q4.	Organize a RCBF General Assembly to officially launch the forum's activities
		3.3.7 Liaise with NUDOR and RWAMREC to generate positive messages around gender, disabilities and inclusion to share with the book industry	Planned for Q3 FY2016-FY2019		Both organizations participated in book review sessions and provided feedback on social inclusion messaging; preliminary meetings were held with NUDOR and RWAMREC to assess potential areas of collaboration in preparation for the drafting of MoUs.	MoUs will be drafted and negotiated with both NUDOR and RWAMREC; once the MoUs are signed, messages and all materials that need their review will be shared with the two partners.
		3.3.8 Connect organizations for the blind with publishers	Planned for Q3 FY2016-FY2019		Initial meeting was held with NUDOR on the viability and need for Braille publishing for children	Discuss possibilities of cooperation with publishers.

		Activity	Planned Timeframe	Year I (Oct 15-Sept 16)		
				Status at End of Q2 (January - March 2016)	Status at End of Q3 (April - June 2016)	Plans for Quarter 4 (July –September 2016)
Result 3: Foster a culture of reading	Activity 3.4 Increase communities' access to age-appropriate, relevant reading materials	3.4.1 Provide an initial supply of 100 books per school-community library, reading mat, and storage unit.	Planned for Q2 FY2016-FY2018	Developed criteria that will be used in the selection of books for distribution to school-community libraries	Purchased 19100 children's books, 191 mats and 191 storage units to be distributed to community libraries in Q4	Distribute books to school-communities in Gicumbi and Burera
		3.4.2 Literacy Champions, in cooperation with SGACs, assume management of these school-community libraries in order to ensure they are accessed by children	Planned for Q4 FY2016-FY2019			LCs in pilot school-communities in Gicumbi and Burera assume management of school-community libraries; monitor and document lessons learned
		3.4.3 Collaborate with Kigali Public Library to conduct mapping of existing inventory of books and libraries across the country	Planned for Q4 FY2016			Liaise with National Library and the Public Library; request for available information on community libraries and reading materials (database).
		3.4.4 Kigali Public Library undertakes ongoing monitoring support for community libraries, including training of librarians as well as periodic book donations	Originally planned for Q4 FY2016-FY2019, this activity has been moved to FY2018 ¹⁸ .			
		3.4.5 Champion districts receive books for community libraries	Planned for FY2018 - FY2019			

¹⁸ This activity was updated to ensure GoR ownership of work with community libraries. This is especially important as ownership of Kigali Public Library may be returning to a public body.

IV. Monitoring and Evaluation

Consistent with the project objectives, SCOPE intends to conduct a behavioral survey tracking Knowledge, Attitudes and Practices (KAP) on early literacy development at school and community levels. This study is a household-based survey targeting parents, children in primary school (P1, P2, P3 or children who are not enrolled in school who are 7-9 years old), Head Teachers and School General Assembly Committee members (SGACs). The outcome and evidence produced by this study will inform the design, planning and development of literacy programs. The study is nationally representative, and covers all 30 Districts of the country.

KAP Survey Approvals

In order to insure that all technical standards are complied with, ethical clearance was sought from Rwanda National Ethics Committee (RNEC) on 14th May, where the Senior MEAL Specialist and Head of MEAL presented the research protocol to the committee. After receiving RNEC's feedback, the MEAL Team cleared all the requested items and the research ethical clearance was approved on June 7th, 2016. This is an annual approval, which will need to be renewed after its expiration on 6th June, 2017.

An additional research approval was also sought from National Institute of Statistics of Rwanda (NISR) on May 6th, 2016. The Technical Advisor and Head of MEAL presented the research overview and protocol. After receiving NISR's feedback, the Senior MEAL Specialist and MEAL officer presented the revisions to NISR again to on May 13th. The NISR visa approval was given on June 2nd.

In addition, the research permit was also sought from the Ministry of Education. One of the MINEDUC requirements was for SCOPE to be affiliated with appropriate government institution. The application evidenced Save the Children's ongoing affiliation with Rwanda Education Board and committed to continue to work closely in the SCOPE evaluation process.

Digitization of KAP survey Tools

After getting ethical approvals, KAP questionnaires (for children, parents, Head Teachers and SGACs) were digitized and uploaded into Tangerine software, an electronic data collection developed especially for literacy assessments to facilitate easy data collection using tablets. A proper ID system for participant confidentiality and for linking participant parents with their children and schools was insured. The MEAL team then took approximately ten days digitizing the KAP survey Tools.

KAP Survey Enumerator Training

To conduct the KAP survey data collection, MEAL team ensured that data enumerators were well trained. Enumerators were selected from a list of individuals who had previously conducted literacy assessments with Save the Children, as these enumerators already possessed a basic understanding of the principles and protocols. From June 20th to 24th, thirty-six enumerators received an overview of the SCOPE project and were trained intensively in Child Safeguarding, Research Ethics, and the KAP tools.

Piloting the KAP Survey

Following the enumerators training, KAP surveys were piloted in Bugesera District on June 27th. Enumerators and the MEAL team tested the questionnaires in Mayange and Rilima sectors. From this pilot, the MEAL team adjusted the tools. Pre-test data was analyzed using an exploratory factor analysis to check the dimensionality of scales and item analysis to assess the reliability of scales. Items that lowered the reliability of scales were excluded and surveys were reduced in length, wherever possible.

Communication to the Districts

MEAL Team has communicated to all 30 districts in the country via email as well as phone calls. District officials are informed about the upcoming KAP survey data collection which will be conducted in their respective district. Generally, district officials were collaborative and ready to provide their support in the study.

SCOPE MEAL Plan

SCOPE MEAL team in collaboration with program staff has drafted the SCOPE MEAL Plan for the life of the project. MEAL team with support from the Save the Children US office revised the MEAL Plan which was subsequently submitted to USAID for review. Amongst other things, the plan maintains focus on:

- Efficient systems to monitor project activities for continued learning and improvement;
- Characteristics of home and community learning environments that nurture fluent readers;
- Investigating key activities that can influence learning environments.

SMS Data Reporting

MEAL team has developed the Terms of References (ToR) for the recruitment of a SMS reporting system developer. It is anticipated that piloting will be nearly completed at the end of September 2016.

Capacity Building

The MEAL team has attended a workshop on digitizing MEAL tools using Open Data Kit (ODK) software from April 18th to 22nd in Kigali. Additionally, the MEAL team benefited from a training on creative and technical writing in English from May 9th to 13th. The latter training focused on developing strategies for documenting and sharing qualitative MEAL evidence and results.

V. Progress toward Targets

The chart below shows progress towards targets for key indicators listed in the MEAL plan:

Indicator	Year 1 Target (FY 2016)	Quarter 3 Target (April-June 2016)	Actual as of June 30, 2016	Explanation for Variation
2: Number of textbooks and other teaching and learning materials (TLM) provided with USG assistance (F Indicator 3.2.1-33)	19,100	0	0	Activity planned to commence in FY2017. Storybooks will be distributed based on the timeline of LC trainings and creation of libraries. Both LC training and creation of libraries will be done in Q4 FY2016.
3: Number of local publishers, illustrators, authors, & other book sector actors trained to improve publishing outputs of Kinyarwanda children's books	73	68	68	When we estimated 150 publishing sector industry actors to be trained in SCOPE during the proposal and initial design stages, we hadn't taken into account the fact that the USAID definition of a training has a minimum of 16 hours. Since most of the capacity building events are less than 16 hours, we've included multiple training events in this one indicator so that their total time meets USAID requirements. While there may be as many as 150 publishing sector actors in Rwanda, it is not realistic to assume that all of them will attend multiple trainings in order to reach USAID's threshold of 16 hours. That is why in FY 2016, we are targeting 73 publishing sector actors based on previous experience

5: Number of administrators and officials successfully trained with USG support (F Indicator 3.2.1-3)	0	0	0	Activity planned to commence in Q4 When we estimated 191 administrators and officials in SCOPE during the proposal and initial design stages we were including HT too. This number now reflects the number of SEOs who will be trained in Burera and Gicumbi Districts in Q4 FY 2016. Then trained SEOs will be able to train their respective HT by Q1 FY 2017. This leads to a decrease of the targeted number we set before.
10: Number of PTAs or similar 'school' governance structures supported (F Indicator 3.2.1-18)	4	0	0	Activity planned to commence in Q4
13: Number of Literacy Champions trained on leading community reading activities such as reading clubs and book buddies programs	382	0	0	Activity planned to commence in Q4

VI. Management Issues

This quarter, several new staff joined the SCOPE team, in permanent and interim positions. Monique Abimpaye also assumed the interim MEAL Specialist position, shifting from her post as MEAL Specialist for the Save the Children Country Office. Monique currently has a 100% level of effort on SCOPE until the completion of the baseline activities, after which she will continue providing part-time support through December 2016. The MEAL Specialist position has been re-advertised.

This quarter, Lynette Lim was engaged as an Interim Communications Specialist for a four-month maternity cover for Alice Iribagiza. Lynette has brought a wealth of experience from Save the Children programs in Asia.

After re-advertising the Community Engagement Coordinator position, Celestin Rutayisire was successfully hired. Celestin was previously the Book Provision and Use Officer and prior to that had worked as an officer with Literacy Boost team in Gicumbi.

The Technical Advisor position was also permanently filled this quarter, with Sofia Cozzolino transitioning from Interim TA. Her contract currently runs through December 2017.

There has also been turnover of staff in this last quarter. Both the Administrative Assistant and Logistics/Procurement Officer resigned. Advertisements have also been issued to fill these postings.

Gender & Disability

In the reporting period of April-June 2016, the social inclusion and gender dimensions of the program have been integrated into several aspects of SCOPE work this quarter.

Preliminary meetings were held with NUDOR and RWAMREC to assess potential areas of collaboration in preparation for the drafting of MoUs. Terms of Reference with RWAMREC have been agreed with the signing of the MoU expected before the end of Q4. More discussions are needed with NUDOR to establish consensus on collaboration. This quarter, both organizations participated in book review sessions and provided feedback on social inclusion messaging present in story drafts.

A Social and Behavior Change Communications (SBCC) strategy for literacy with a strong component of gender and social inclusion was drafted. The project baseline survey was designed to disaggregate data by gender and disability. This information will allow SCOPE to share gender and disability data with relevant organizations to inform programming and advocacy around these issues.

The Book Development team also facilitated a writer's training whereby authors' were encouraged to write stories that feature positive gender roles and social inclusion. Four of the training participants participated in the Abana Writers' Café that followed and two of their stories featured children who live with disabilities; one featured a girl with a visual impairment while another one featured a boy who had lost one of his legs. Both stories portrayed these protagonists as children who can live with equal opportunities as other children in the society.

SCOPE began developing National Parent-School Standards this quarter with several toolkits which featured positive aspects of gender and inclusion throughout. The fifth standard, **"Ensuring Equity and Inclusion"**, focused specifically on what parents and schools can do to promote learning for all children, for both genders as well as children and parents living with disabilities.

ICT

SCOPE has begun developing partnerships that draw on ICT to support program outcomes. This quarter, SCOPE staff has had introductory meetings with FHI360's Mentorship Community of Practice (MCOP) project to identify areas of synergy and learning. SCOPE will identify ways of using the MCOP platform to communicate information and share SCOPE resources with target SEOs. SCOPE has also had initial meetings with REB-ICT unit to discuss the optimal model for revamping the Rwanda Reads website, in order for the site development to ultimately be user-friendly, sustainable and government-owned.

Technology has also been leveraged to support SCOPE's research objectives. To facilitate effective data collection, baseline survey tools have been digitalized and will be administered through tablets.

VII. Challenges, Solutions, Lessons Learned and Actions Implemented:

Approval for the KAP survey was a lengthy drawn out process involving four approval agencies (SC's internal ethics committee, NISR, RNEC and REB) and took up to three months to be completed. Ideally, the development of the survey protocol should have begun immediately after SCOPE's Cooperative Agreement had been signed. The instruments would then have been presented to the relevant authorities for approval in the early part of Quarter 2.

Recruiting for the position of Technical Advisor and Senior MEAL Specialist was another significant challenge. After several attempts to identify a suitable candidate through advertisements and head hunting, SCOPE was finally able to appoint a TA in June 2016. As for the Senior MEAL Specialist, Save the Children has seconded a member of its MEAL team to serve in this capacity until a suitable candidate can be identified and appointed. Save the Children HR Department has advertised for the position of Senior MEAL Specialist for the fourth time with an expectation to have a qualified candidate appointed before the end of September 2016.

In contrast with the strong collaborative relationship which the project has built with REB, the project is still working to effectively engage officials at MINEDUC, including the Ministers of Education who do not yet fully understand the SCOPE project. As the success of SCOPE depends in large measure on ownership of the reading initiative by the Government of Rwanda through MINEDUC/REB, the SCOPE Management team will work with USAID to meet senior MINEDUC officials, make a presentation on the project and share essential documentation on the project. SCOPE will also use events such as the International Literacy Day celebration to increase its profile and understanding by key stakeholders including MINEDUC. The FY2017 work plan has specific plans to engender MINEDUC and REB's ownership of the project: embedding SCOPE plans in MINEDUC/REB quarterly and annual plans, integrating SCOPE plans in the *Imihigo* of key education officials at both national and regional levels and organizing learning visits and events for key policy makers, management officials at MINEDUC and REB.

VIII. Priorities for programming for Quarter 4: July – September 2016

Result 1: Strengthen the Capacity of School Leadership to Promote School-Community Partnerships and Improve Student Literacy

- ☐ Activity 1.1 Create nationally appropriate vision of effective literacy school-community partnerships through existing SLM standards and development of evidence-based standards for SGACs.
 - Support REB in the finalization and validation of National Parent-School Partnership Standards and accompanying Competency Framework
 - Engage with URCE on the development of a MoU outlining research areas and objectives for collaboration
- ☐ Activity 1.2 Develop training and instructional materials for guiding standards implementation at sector and school levels
 - Pilot SLM training modules 1-3 for HTs and SGAC leadership in four school-communities in Gicumbi and Burera districts
 - Revise modules 1-3 based on observations and feedback from pilot schools
 - Pilot Literacy Champion toolkit in four school-communities in Gicumbi and Burera districts
 - Revise toolkit and modalities as needed
 - Pilot SEO training modules 1-3 and training modality
 - Revise modules and modality as needed
- ☐ Activity 1.3 Implement scalable training approach for building school leadership capacity
 - Train SEOs on the SCOPE approach and build their capacity to facilitate modules as well as monitor progress

Result 2: Increase Effective Community and Parental Involvement to Improve Literacy Skills

- ☐ Activity 2.1 Develop and implement a social behavior change communications campaign for literacy, including:
 - Finalize SBCC strategy, ensuring that civil society partners including NUDOR and RWAMREC review all SBCC strategies and messages for inclusion
 - Collect views of audiences through audience surveillance surveys that aimed at assessing audience's perceptions towards program key messaging through Focus Group Discussions and Key Informant Interviews conducted at school, cell, sector or district level depending on the issue being investigated
 - Engage with community based organizations (mainly Faith Based Organizations such as ADEPR, Catholic Church and the Anglican Church because of their extensive reach and experience working with volunteers) to mobilize support for reading programs related to children with disabilities
 - Ensure that key messages continue to be well incorporated into Urunana radio drama

- Train local media in Kigali, Gicumbi and Burera on key SCOPE literacy messages and themes to encourage their support in communicating key literacy messages through community radio broadcasts
- Urunana and SCOPE MEAL teams continue to monitor the broadcasts for quality and timelines
- Collect feedback from listeners through SMS, phone calls, Facebook, website and shared with SCOPE project Focal person (Communications Specialist) and CoP on a quarterly basis
- Provide strategic messages for inclusion and gender and focus on Rwanda TV
 - Hold a consultative meeting with Rwanda TV to discuss key literacy messages and how they can be incorporated in their free timeslots
 - Discuss a plan on how literacy messages will be incorporated into identified timeslots and programs, MoU drafted
- Conduct introductory meetings and recruit one selected celebrities/notable figure
- Activity 2.2 Mobilize parents and the community to improve student literacy, including:
 - Pilot village-led recruitment of Literacy Champions through the SGACs and SEOs
 - Revise LC recruitment process or guidelines as needed
- Activity 2.3 Promote and Incentivize Local Initiatives for Community Literacy Activities.
 - Ensure that application instructions and eligibility guidelines for the Community Literacy Fund are included in the SLM modules
 - Establish review guidelines
 - Work with radio and other media partners to promote literacy events and reading competition winners, particularly at local level on radio, in print, and through relevant websites and social media
 - 5 Identify PPPs that can provide support for reading activities held at sector, district, and national levels
- Activity 2.4. Leverage existing civic service models to support community literacy activities
 - Produce and print handouts on literacy messages that portray males and females and people with disabilities positively and coordinate dissemination from sector to village level
 - Document successful experiences of literacy messaging/campaigns
 - Develop and send communication materials to Rwanda Reads members on ways in which they can support training of *Urugerero*
 - Organize a meeting with the *Itorero* Chairperson to negotiate the inclusion of literacy messages in the *Urugerero* curriculum

Result 3: Foster a Culture of Reading

- Activity 3.1 Enhance the capacity of Rwanda Reads to support networking, coordination and information sharing among literacy stakeholders:
 - Agree and finalize Rwanda Reads website ToR with REB IT department
 - Organize the Rwanda Reads General Assembly in September 2016

- Maintain a calendar of events for Literacy Month and share them with all members, encouraging collaboration among members.
- ☐ Activity 3.2 Advance a literacy-promoting advocacy agenda through Rwanda Reads, including:
 - Submit Literacy Policy to MINEDUC for comments and review
 - Follow up with working group leaders on moving their plans forward
- ☐ Activity 3.3 Strategically strengthen supply and demand within the children's book industry.
 - Organize trainings for Rwandan publishers on developing books for emergent readers
 - Collaborate with RWAMREC to train publishers on developing gender transformative plots and characters
 - Mentor publishers to continue developing stories that portray children/people with disabilities positively; stories that portray women and girls as active and equal protagonists; reading materials that contain positive messages around social inclusion and equal rights for children with disabilities
 - Pilot the first Abana Writers' Café beyond Kigali in Burera district
 - Shared research results on children's reading preferences and market demand for reading materials for emergent readers within SC, USAID, RR and other relevant stakeholders to improve project performance and the publishing sector actors to discuss implications of the research on the book sector
 - Organize a RCBF General Assembly to officially launch the forum's activities
- ☐ Activity 3.4 Increase communities' access to age-appropriate, relevant reading materials.
 - Distribute books, mats, and storage units to community libraries in Burera and Gicumbi

Monitoring and Evaluation Plan:

- ☐ KAP survey Data collection: Data collection is planned to be conducted in July and completed in early August.
- ☐ KAP Data analysis and report writing
- ☐ Development of quality benchmarks for different activities of SCOPE implementation
- ☐ SMS data reporting system piloted and in place

IX. Media Coverage

Media coverage from Q3 FY2016 are as follows:

MEDIA	TYPE	DATE	LANGUAGE	CONTENTS/LINKS
Kigali Today	Website	6 th April	Kinyarwanda	MUREKE DUSOME launch in Gicumbi http://www.kigalitoday.com/spip.php?article29471
The New Times	Website and print	8 th April	English	Four-year project to boost reading culture in Gicumbi http://www.newtimes.co.rw/section/article/2016-04-08/198789/
Touch Rwanda	Website	6 th April	Kinyarwanda	MUREKE DUSOME launch in Gicumbi http://www.touchrwanda.com/gicumbi-uburezi-bwibanze-ni-uburenganzira-bwa-muntu/
Imvaho Nshya	Print newspaper	7 th April	Kinyarwanda	MUREKE DUSOME launch in Gicumbi Imvaho edition number 3727
KT Radio	Radio	5 th April	Kinyarwanda	http://www.ktradio.rw/?-Amakuru-Arambuye-
Flash FM	Radio	5 th April	Kinyarwanda	MUREKE DUSOME launch in Gicumbi
Ishingiro Radio	Radio	5 th April	Kinyarwanda	MUREKE DUSOME launch in Gicumbi
The New Times	Website and print	27 th April	English	Publishers in drive to promote Kinyarwanda children's books http://www.newtimes.co.rw/section/article/2016-04-27/199327/
The New Times	Website and print	3 rd May	English	Good move on Kinyarwanda storybooks http://www.newtimes.co.rw/section/article/2016-05-03/199510/

Annexes: Q4 Work Plan, Success stories, Book Selection Criteria

I: SCOPE Work Plan for Quarter 4



Q4 FY2016 Work
Plan.xls

2: Success Story 1: Adoption of Parent-School Partnership Standards



Adoption of
Standards Parent-Sc

3: Success Story 2: Social Inclusion in Children's Storybooks



Social Inclusion in
Storybooks.docx

4: SCOPE Book Selection Criteria



Book Selection
Criteria

5: Urunana Key Messages



Annex 5 - Urunana
Key Messages - Aug